



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

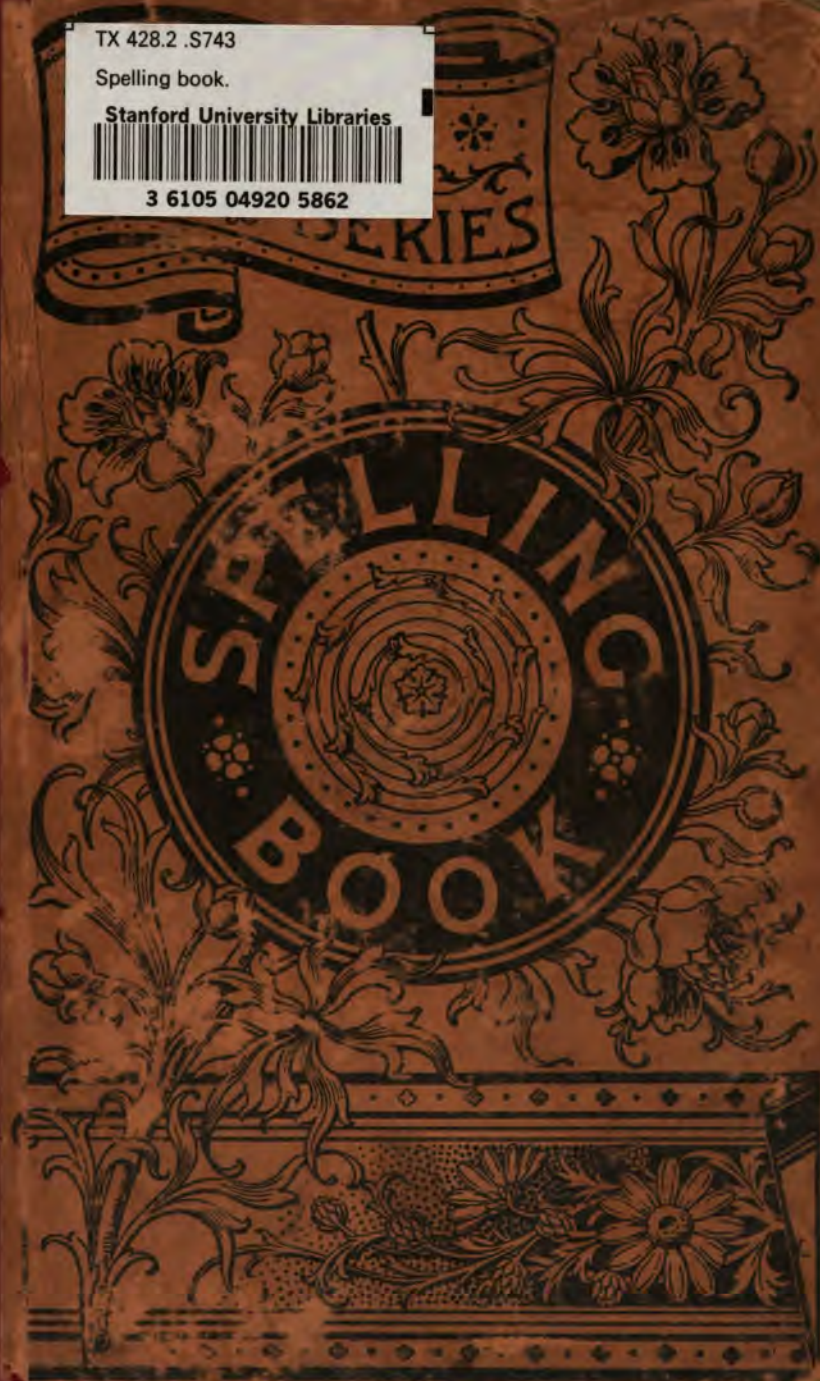
TX 428.2 .S743

Spelling book.

Stanford University Libraries



3 6105 04920 5862





SCHOOL OF EDUCATION
LIBRARY

GIFT FROM
THE LIBRARY OF
SUPERINTENDENT
H. S. UPJOHN



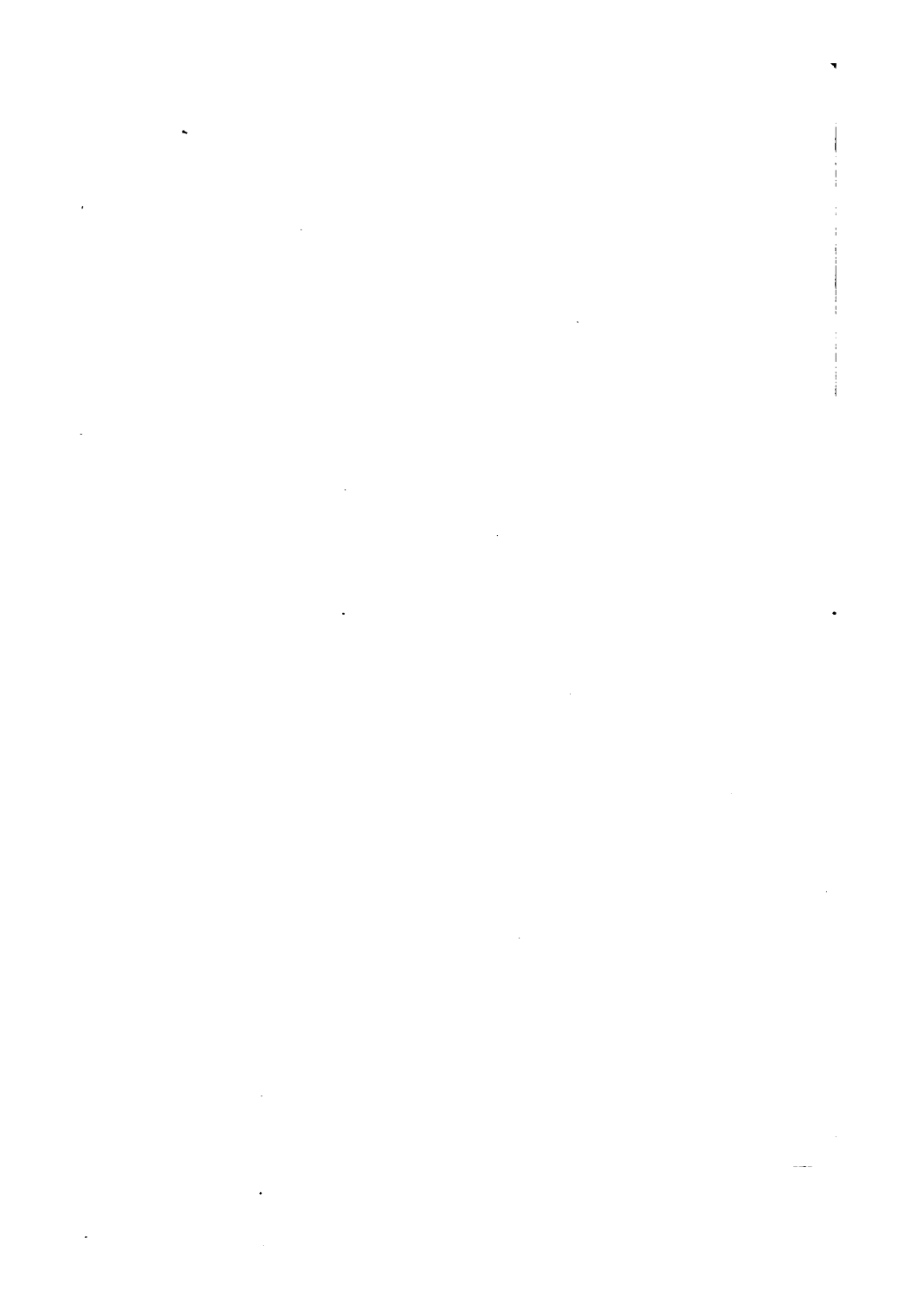
STANFORD UNIVERSITY
LIBRARIES

Ross Dale
82

2 $\frac{1}{2}$

From JONES'
BOOK STORE,
LOS ANGELES.

2



INDIANA STATE SERIES.

SPELLING BOOK.

=



INDIANA SCHOOL BOOK COMPANY,
INDIANAPOLIS, IND.
1891.

590968

Ⓒ PREFACE.

THE experiment of dispensing entirely with the spelling book as a text-book in schools has not met with the success that its advocates anticipated, and the return to a word-book of some kind is becoming general. The book demanded by the times, however, is not merely a compilation of words arranged in columns to be memorized by the pupil, but a series of language exercises teaching the origin, structure, sound, and meaning of words, presented in an attractive and suggestive manner.

The plan of this *Spelling Book* is inductive; beginning with a careful study of the sounds of the words, it proceeds to the correct methods of writing their forms, and closes with exercises pertaining to the process of word-building and the sources of the words themselves. Root-words and words in every-day use are largely employed, and frequent lessons in grouped objects, synonyms, and dictation exercises are introduced.

Throughout the book reference is constantly had to the meaning of the words, and efforts have been made to expose the common errors in spelling, pronunciation, and the use of words.

INTRODUCTION.

THE English Alphabet consists of twenty-six letters, five of which (*a, e, i, o, and u*) are called *vowels*, and the others *consonants*. *W* and *y*, usually consonants, are sometimes vowels, and their vowel sounds are the same as *u* and *i*.

A *Vowel* is a letter which can be perfectly sounded without the aid of any other letter.

A *Consonant* is an articulate sound, in utterance usually combined and sounded with a vowel.

A *Diphthong* is the union of two vowels in one sound.

The vowels, and some of the consonants, have several sounds; in this book these sounds are indicated by *diacriticals*, as follows:—

KEY TO PRONUNCIATION.

TABLE OF VOCALS.

Long Sounds.

ā, as in āte.	ē, as in ēve.
â, “ eâre.	ẽ, “ ẽrr.
ä, “ ärm.	ī, “ īge.
â, “ lăst.	ō, “ ōde.
ä, “ all.	ū, “ tūne.
ōō, as in fōol.	

Short Sounds.

ă, as in	ăm.	ö, as in	ödd.
ě, “	ělm.	ů, “	ůp.
ĩ, “	ĩn.	oo, “	look.

Diphthongs.

oi, as in	oil.	ou, as in	out.
-----------	------	-----------	------

TABLE OF SUBVOCALS.

b, as in	bīb.	v, as in	vālvē.
d, “	dīd.	th, “	thīs.
g, “	gīg.	z, “	zīnē.
j, “	jūg.	z, “	āzure.
n, “	nīnē.	r, “	rāre.
m, “	māim.	w, “	wē.
ng, “	hāng.	y, “	yēt.
l, as in lūll.			

TABLE OF ASPIRATES.

f, as in	fīfē.	t, as in	tārt.
h, “	hīm.	sh, “	shē.
k, “	cāke.	ch, “	chāt.
p, “	pīpe.	th, “	thīck.
s, “	sāme.	wh, “	whȳ.

TABLE OF SUBSTITUTES.

ă, for ă, as in what.	ÿ, for ĭ, as in myth.
ê, " â, " thêre.	e, " k, " eân.
e, " â, " feint.	ç, " s, " çite.
î, " ě, " poliçe.	çh, " sh, " çhâise.
î, " ě, " sîr.	eh, " k, " ehâos.
ô, " ŭ, " sôn.	ğ, " j, " ğem.
o, " ō, " tō.	n, " ng, " ĩnk.
o, " ō, " wōlf.	s, " z, " ăş.
ô, " a, " fôrک.	s, " sh, " şure.
ô, " ě, " wôrک.	ş, " ğz, " ěşăet.
u, " ō, " full.	gh, " f, " lâugh.
û, " ě, " bûrn.	ph, " f, " phlôx.
u, " ō, " rûde.	qu, " k, " pique.
ÿ, " ĭ, " flÿ.	qu, " kw, " quît.

In this book the *u* in *qu* is canceled when the *q* is sounded like *k*; also the *h* in *ch* when the sound is that of *k*.

For the *names* and *offices* of *diacritical marks*, and those of other signs used in writing and printing, see Lessons 148, 149.

Part I. of this book, pages 9-64, furnishes numerous illustrations of the above sounds, incorporated with the main text.

Silent letters have been canceled by a line drawn diagonally across the letter.

THE ALPHABET.

A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z

SCRIPT ALPHABET.

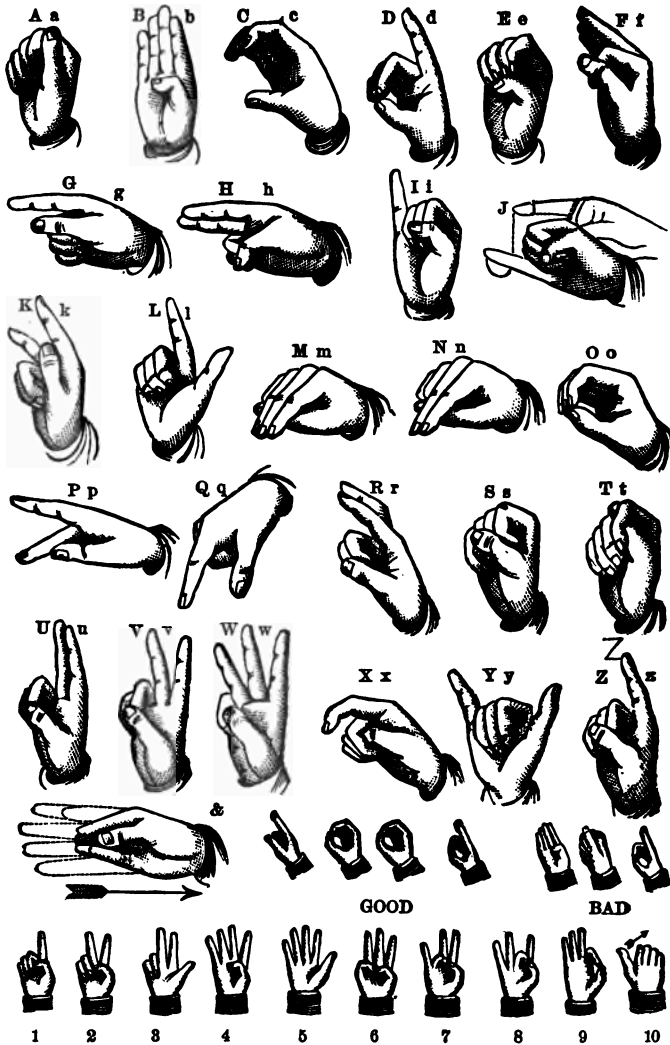
CAPITAL LETTERS.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

LOWER-CASE LETTERS.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

THE MANUAL ALPHABET.



Learn this alphabet. You can then converse with the deaf. It will aid you in spelling. Turn the palm of the hand toward the person addressed.

SPELLING BOOK.

PART I.—ORTHOEPY.

In this department are given the sounds of the vowels, interspersed with script exercises, words of opposite meanings, grouped objects, and other exercises.

Lesson 1.

Short sound of a, marked ä.

ät	bät	häd	fän	bäg
än	mät	mäd	pän	häg
äm	pät	päd	läp	läg

The lad ran. She had a fan.

Lesson 2.

Short sound of e, marked ë.

bët	bëd	fën	mët	wëb
gët	fëd	tën	sët	wëd
pët	lëd	dën	lët	wët

He fed the hen. Did she get wet?

Lesson 3.Short sound of *i*, marked *i*.

lĭp	bĭd	fĭg	hĭt	fĭn
sĭp	dĭd	dĭg	fĭt	pĭn
hĭp	lĭd	bĭg	pĭt	jĭg
dĭp	rĭd	wĭg	bĭt	sĭn

Lesson 4.Short sound of *o*, marked *ö*.

eöt	böğ	pöp	pöt	eön
döt	fög	möp	pöd	söb
göt	jög	söp	nöd	söd
nöt	lög	töp	röd	röb

The fox hid in his den.

Lesson 5.Short sound of *u*, marked *ü*.

rüt	bün	büd	rüb	hüg
eüt	dün	gün	tüb	lüg
hüt	jüt	pün	düg	rüg
büt	fün	müd	rüm	tüg

Lesson 6.

THINGS THAT HAVE LIFE.

băt	măn	năg	õx	hõg
eăt	lăd	hěn	fõx	büg
răt	răm	pīg	dõg	püp
erăb	stăg	fīsh	frög	dũgk

The dog bit the rat.

Lesson 7.

Long sound of a, marked ā.

hātē	eāmē	rācē	gāy	fā'īl
mātē	fāmē	mācē	māy	jā'īl
lātē	dāmē	lācē	sāy	rā'īl
rātē	lāmē	fācē	dāy	nā'īl

Lesson 8.

Long sound of e, marked ē.

mē	fēē	sēēk	pēā	rēm
wē	trēē	lēēr	nēāt	mēāl
yē	fēēl	jēēr	bēām	mēād
shē	rēēl	mēēk	sēāt	bēād

Lesson 9.

Long sound of i, marked i.

bind	lin <i>ē</i>	fir <i>ē</i>	hiv <i>ē</i>	wīn <i>ē</i>
find	mīn <i>ē</i> .	mīr <i>ē</i>	dīv <i>ē</i>	bīl <i>ē</i>
kind	dīn <i>ē</i>	tīr <i>ē</i>	kīt <i>ē</i>	bīt <i>ē</i>
mīnd	fīn <i>ē</i>	wīr <i>ē</i>	rīd <i>ē</i>	wīd <i>ē</i>

Lesson 10.

Long sound of o, marked ō.

ōld	bō <i>ŋ</i> t	lō <i>ŋ</i>	hō <i>ŋ</i>	bōd <i>ē</i>
hōld	gō <i>ŋ</i> d	lō <i>ŋ</i>	bō <i>ŋ</i>	bōr <i>ē</i>
gōld	lō <i>ŋ</i> d	rō <i>ŋ</i>	bōlt	tōld
eōld	tō <i>ŋ</i> d	hō <i>ŋ</i>	tō <i>ŋ</i>	fōld

Lesson 11.

Long sound of u, marked ū.

ūs <i>ē</i>	tū <i>ŋ</i>	mūt <i>ē</i>	hū <i>ŋ</i>	tū <i>ŋ</i>
eūs <i>ē</i>	eūr <i>ē</i>	lūt <i>ē</i>	dūk <i>ē</i>	lūr <i>ē</i>
hū <i>ŋ</i>	dūr <i>ē</i>	eū <i>ŋ</i>	dū <i>ŋ</i>	Jū <i>ŋ</i>
sū <i>ŋ</i>	pūr <i>ē</i>	dū <i>ŋ</i>	dū <i>ŋ</i>	fū <i>ŋ</i>

The duke tuned the lute.

ADDITIONAL MONOSYLLABLES.

Short vowel sounds.

Lesson 12.

eăb	běj	bīb	bōx	eūd
eăn	lēj	dīn	eōb	hūb
făg	gēm	gīg	eōg	hūm
năb	kěj	gīn	fōb	jūg
răn	kēn	hīd	fōp	mūg
săg	Běn	kīt	hōd	nūn

Lesson 13.

săp	nět	mīd	hōt	nūt
tăn	pěj	rīb	jōb	pūg
tăp	sěx	rīm	lōp	sūn
tăx	lěft	sīx	lōt	mūm
văn	těl	tīn	mōb	tūn
wěj	těnt	wīn	gōnə	fūz

Lesson 14.

băk	fělt	dīsh	eōst	dūsk
bănd	lënd	kīj	lōft	dūst
eămp	pěst	līmp	lōs	hūmp
dăsh	rěnt	līv	rōmp	lūk
păk	sënd	rīsk	sōk	mūsh
sănd	wěnt	wīsh	tōs	mūst

ADDITIONAL MONOSYLLABLES.

Long vowel sounds.

Lesson 15.

fāy	bēf	īç	dōç	mūlç
hāy	rēf	nīç	wōç	pūlç
elāy	hēd	rīç	flōç	lūkç
prāy	wēd	bīdç	dōlç	flūkç
stāy	lēk	hīdç	jōkç	jūtç
trāy	erēk	sīdç	mōlç	flūtç

Lesson 16.

gāmç	ēār	fīfç	eōəl	mōst
nāmç	fēār	līfç	fōəl	hōst
sāmç	gēār	wīfç	lōən	elūç
fādç	tēār	dīkç	mōən	eūtç
wādç	smēār	likç	eōəx	flūmç
shādç	spēār	striķç	hōəx	spūmç

Lesson 17.

rāid	bēək	nīnç	shōw	snōrç
pāid	pēək	pīnç	snōw	smōkç
māin	hēət	vīnç	stōw	spōkç
stāin	pēət	shīnç	mōrç	fūçç
trāil	ēəçç	spīnç	lōrç	lūnç
snāil	grēəçç	whīnç	stōrç	jūiçç

Lesson 18.

REVIEW OF SOUNDS.

From the sounds already learned, require the pupils to mark the following words correctly, canceling the silent letters:

apt	lent	bill	lode	null
tag	bee	hind	lock	pump
babe	belt	hint	oft	glue

Lesson 19.

Sound of the diphthongs **oi** or **oy**, and **ou** or **ow**.

boy	oil	how	pound	fowl
eoy	boil	prow	bound	howl
toy	toil	town	sound	eowl

Lesson 20.

Italian sound of **a** as in *arm*, marked **ä**.

ärø	eär	tärt	pärk	spär
ärt	tär	eärt	bärk	stär
ärk	jär	därt	härk	seär
ärm	mär	lärd	bärn	färm

His bark was on the sea.

Lesson 21.

Broad sound of a, marked a; o, marked ô, has the same sound.

ba y	pa w	dra w	ôrb	eôrn
ea y	ha w	fla w	eork	bôrn
fa y	ja w	wa k	fôrk	hôrn
pa y	la w	ta k	fôrm	lôrd

Lesson 22.

In words of two or more syllables, one syllable receives the chief stress of voice, called the *accent*. The accent is denoted by a mark (') at the end of the accented syllable; thus, pā'per.

Long sounds of a, marked ā, and e, marked ē.

bā'bel	fā'tal	dē'cent	nē'gro
bā'by	mā'zy	dē'mon	pē'dal
lā'bel	nā'bob	hē'ro	rē'al

Lesson 23.**NAMES OF BIRDS.**

owl	lärk	gŭ y	quā l	grouse
jāy	haw k	wrēn	finch	rōb'in
dōvə	erōw	erānə	snipə	thrūsh

The owl hoots in the dark.

Lesson 24.

THE WORDS WE USE

The following words make one third of our common language, written and spoken; and the first ten, one fourth. They appear here in the order of their precedence:

the	ī	yōu	bē	they
ānd	thāt	ā	fōr	shālʹ
ōf	īn	īs	hāvø	ās
tø	īt	nōt	būt	hē

Lesson 25.

Long sounds of i and o, marked ī and ō.

bī'as	fī'at	bōn'y	ō'ver
bī'blø	fī'nal	bō'nus	ō'men
dī'et	ī'cy	tō'per	lō'eal

Holy Bible! book divine!

Lesson 26.

THINGS THAT SHOULD BE SEEN IN A SCHOOL-ROOM.

măp	bēʹ	slătø	glōbø	pā'per
pēn	dēs̄k	chārt	chāʹk	rul'er
īnk	bōōk	elōçk	sēçts	pēn'çil

Lesson 27.**REVIEW OF PREVIOUS LESSONS.**

Require the pupil to write these words with proper accents:

start	caper	tiger	ground
fault	table	pilot	grope
paint	venal	pony	plume

Lesson 28.

Long sound of u, marked ū.

bū'glē	fū'ry	eom mūnē'	re pūtē'
tū'lip	lū'cid	re sūmē'	de pūtē'
dū'el	tū'mult	as sūmē'	eom mūtē'

Lesson 29.**FAMILIAR OBJECTS.**

lāmp	stōol	lounge	erā'dlē
vāse	brōom	bōt'tlē	pitch'er
eārd	house	dīsh'es	bēd'stēd

*Rest not! life is sweeping by.
Go and dare before you die.*

ADDITIONAL MONOSYLLABLES.

Lesson 30.

With diphthongs, ä, æ, and ô.

coin	joy	lout	count	vow
join	eloy	pout	fount	brow
groin	soil	flout	hound	plow
noisē	spoil	shout	houseē	elown
poisē	joint	snout	mouseē	drown

Lesson 31.

With ä.

bärb	därn	äre	däynt	härsh
gärb	bärk	märl	gäynt	pärch
bärd	märk	härp	häynt	stärch
härt	spärk	bäth	jäynt	färçē
märt	stärk	läth	täynt	spärsē

Lesson 32.

With æ and ô.

ayē	halt	warn	drawl	seörn
eyw	malt	warp	serawl	thörn
mayw	payn	layd	fôrn	tôrçh
rayw	yaŷn	warm	sôrt	gôrsē
elayw	bald	frayd	snôrt	gôrgē
erayw	ward	swarm	môrn	stôrk

ADDITIONAL DISSYLLABLES.

Long vowel sounds accented.

Lesson 33.

bā'sin	lē'gal	gī'ant	bō'rax	dū'eal
fā'vor	gē'nus	mī'nus	nō'blē	jū'lep
mā'son	pē'nal	pī'ous	pō'lar	mū'eus
rā'zor	dē'tail	rī'val	sō'ber	pū'pil
wā'ver	sē'quel	tī'tlē	tō'tal	tū'nie

Lesson 34.

bānē'ful	bē'tlē	plī'ant	pōk'er	fūt'ūrē
eām'brīe	mērē'ly	prī'vatē	stō'ry	plū'ral
gā'ily	bēak'er	elī'matē	spōk'ēn	stū'pid
rā'iment	wēa'ry	sēi'enē	mōlt'ēn	nū'sangē
sā'īnt'ly	trēa'son	pīē'bald	hōst'ess	sū'īt'or
trā'itor	prē'cept	mīlē'agē	prō'ceeds	dūkē'dom

Lesson 35.

a bātē'	se vēē'	a bīdē'	mo rōsē'	a būē'
re mā'n'	re cēdē'	re mīnd'	pa trōl'	re fūē'
ob tā'n'	ap pēal'	at tīrē'	re pōrt'	as tūtē'
pōr trāy'	re līē'	pro vīdē'	sup pōsē'	per fūmē'
per suādē'	su prēmē'	re quīrē'	pro vōkē'	pol lūtē'
pro elā'īm'	a pīēē'	per spīrē'	pōst pōnē'	pur sū'īt'

Lesson 36.

Short sound of *a* and *e*, marked *ä* and *ë*.

ăb'bôy	eăm'el	fēr'ry	lēt'ter
băn'ish	săt'in	fēt'ter	mēm'ber
băn'ner	făn'cy	kěn'nel	měn'tal
eăb'in	lăd'der	fēs'tal	pēp'per

Lesson 37.

The *o* in *wolf*, the *oo* in *book*, and the *u* in *put*, have the same sound, which is shorter in quantity than the *ō* in *moon*.

put	puş	hōok	wolf	look
pulʎ	buş	rōok	eouʎd	tōok
fulʎ	puşş	eōok	shouʎd	shōok

The puss could look at the cook.

Lesson 38.

ARTICLES OF FOOD.

hăm	eăke	tărts	chēegg
ēggş	vēal	tōast	bă'egon
pīegş	pōrk	brēad	mūt'ton

Bread is the staff of life.

Lesson 39.

Short sound of i and o.

mīm'ie	bīt'ter	ōf'fer	eōf'feŋ
īn'land	çīn'der	ōf'fiçŋ	eōf'fin
īn'sēet	çīt'y	rōçk'et	eōm'et
sīm'plŋ	erīçk'et	bōd'y	eōt'tŋ

Lesson 40.

DICTATION EXERCISES.

A *mimic* is one who imitates. An *inland* town. The *cricket* is an *insect*. The dead *body* was placed in the *coffin*. He had an *office* in the *city*. *Coffee* grows in warm climates. It was a *bitter* cold day. A *comet* was seen in the sky.

Lesson 41.

ARTICLES OF CLOTHING.

eăp	rōbŋ	sōçks	mītts	ġlōvŋç
hăt	hōōd	bōōts	scărf	băsqŋç
eōăt	săçk	shōçç	drĕçç	bŏn'net
eăpŋ	ġown	elōçk	shăwl	măn'tlŋ

There are other words pronounced like some of the above: eōtŋ, a small house; săç, a bag for a liquid; băsk, to lie in warmth; and măn'tŋl, a shelf above a fire-place.

Lesson 42.

Short sound of u.

ŭn'der	bŭt'ler	fŭn'nel	hŭn'ger
ŭsh'er	eŭm'ber	gŭl'let	lŭm'ber
bŭf'fet	eŭt'ter	gŭt'ter	mŭs'ket
bŭnt'ing	dŭl'cet	hŭn'dred	sŭf'fer

Lesson 43.

Short Italian sound of a, marked à.

pàst	gràsà	bàs'ket	a màss'
màss	chànt	eàs'ket	a vást'
làst	gràft	màs'ter	re pàst'
màst	chànçè	dàn'çer	en chànt'

This is a medium sound between the à in *father* and the ä in *far*, and its mastery should be insisted upon by the teacher.

Lesson 44.

WORDS OF OPPOSITE MEANINGS.

fär	nēár	bŷy	sēly
fāt	lēān	gīvø	tākø
sād	glād	bād	gōød
hīgh	lōw	hård	sōft
ŭp	down	sīck	wēll
nō	yēs	lārgø	smāll

Lesson 45.

Sound of **a** like short **o**, marked **ə**; and **a** as in *air*, marked **â**.

wăd	swăn	quăsh	flârə	snârə
wăş	wăsp	wăch	blârə	seârə
wănd	wăt	cârə	shârə	squârə
wăst	squăt	dârə	spârə	prâyer

Lesson 46.**EXERCISES ON THE ABOVE LESSON.**

The *swan* is a graceful bird. A *wand* is a rod. The *wad* was taken from the gun. The *wasp* has a sting. Take *care*, and *spare* no pains. *Quash* means to crush; in law, to make void. *Prayer* is the act of praying. *Watch* and wait.

Lesson 47.**WORDS OF OPPOSITE MEANINGS.**

pŭrə	foul	sour	swêġt
lŏst	found	dĭm	brĭght
dărk	light	wêġk	strŏng
dŭġ	shărp	fĭnə	eŏarse

Art is long and Time is fleeting.

ADDITIONAL DISSYLLABLES.

Short vowel sounds.

Lesson 48.

āb'sent	dēs'pot	dif'fer	dōl'lar
bāl'lot	fēl'lōw	dim'plø	büb'blø
eān'çel	lēg'atø	din'ner	büt'ter
fām'ish	tēm'per	eöm'mā	pūd'dlø
tāb'let	bīg'ot	dōg'mā	püz'zlø
ēl'bōw	çiv'il	bör'rōw	sül'len

Lesson 49.

drāg'on	dēr'riçk	glīm'mer	flōr'id
flāg'on	tēxt'ilø	shīn'glø	eūd'gel
grāv'el	pēn'sivø	swīn'dlø	sül'try
plān'et	mēs'sagø	för'agø	süm'mit
trāv'el	drīz'zlø	för'est	eül'prit
dēn'tist	dwīn'dlø	døçk'et	jūs'tiçø

Lesson 50.

flān'nel	fēn'çing	frīe'tion	prōf'fer
grām'mar	shēl'ter	prīg'gish	flūt'ter
plāt'ter	trēm'blø	skit'tish	grüm'blø
seān'dal	shēp'hērd	eōb'bler	shūd'der
shāl'lōw	drīb'blet	hōs'tilø	trūn'dlø
plēn'ty	flīp'pant	prōd'uet	stüb'born

ADDITIONAL WORDS.

Lesson 51.

Sounds of oo, o, u, and oo.

wōōt	wōōt	bōōt	brōōd
wōōt	hūl'let	ēōōl	drōōp
stōōt	pūl'ley	hōōf	gloōm
foōt'noōp	pūl'let	lōōp	spōōn
hū'gōōn	pūd'ding	pōōr	trōōp

Lesson 52.

Sound of a.

chāsk	māsk	crāft	pās'tor
shāt	dāft	shāft	pāst'ūrē
grāsp	pānt	drāft	de mānd'
rāft	elāsp	flāsk	en hānçē'
tāsk	grāsp	lānçē	en trānçē'

Lesson 53.

Sounds of ā and a.

lāir	swēār	wān	wāfflē
māre	chār'y	swāp	wār'rant
wāre	pār'ent	squād	stal'wart
lāird	de elāre'	squāsh	quād'rant
bāirn	com pārē'	quār'ry	squān'der

Lesson 54.

Sounds of e and i before r, marked ĕ and ĭ.

ġerm	spĕrm	bĭrd	ġĭr'eus
tĕrm	stĕrn	ġĭrl	fĭr'kin
vĕrb	elĕrk	fĭrm	vĭrt'ũġ

Lesson 55.

ERRORS TO BE AVOIDED.

In Lesson 25, do not pronounce *bias* bĭ'us, *diet* dĭ'ut, *omen* ō'mun, nor *local* lŏ'kl. Lesson 26, *chalk* is pronounced *chawk*, not *chock*. Avoid the sound of short *u* in *put*, the broad *a* in *office*, and the short *u* in *bonnet*. Do not call *hundred* hũn'derd, nor *scare* skĕer.

Lesson 56.

NAMES OF FRUITS.

pĕâr	pĕâch	ăp'plĕ	chĕr'ry
plũm	quĩņġ	lĕm'on	ŏr'angĕ
lĩmġ	ġrăpĕ	mĕl'on	ġĭt'ron

If a task is once begun.

Never leave it till it's done.

Lesson 57.

Sound of u and o before r, marked û and ð.

tûrn	ûr'chin	wôrt	wôr'thy
eûrb	ûr'gent	wôrk	wôrld'ly
spûr	bûr'den	wôrm	wôr'ship
eûrvø	bûrg'lar	wôrd	wôrm'wôð

Lesson 58.*PROVERBS.*

Never trouble trouble till trouble troubles you. To know that you know what you know, and to know that you do not know what you do not know,—that is true wisdom. Live in a worry, and death will hurry. He lives long that lives well; and time misspent is not lived, but lost.

Lesson 59.*WORDS OF OPPOSITE MEANINGS*

a bòvø'	be lôw'	rârø	eôm'mon
nois'y	qui'et	proud	hûm'blø
ôft'æn	sêl'dòm	wôrsø	bêt'ter
ûp'per	lôw'er	elēæn	dîrt'y
be fôrø'	be hînd'	brävø	tîm'id

Lesson 60.

Sounds of **o** before **r**, like broad **a**, marked **ô**; and of **u** after **r**, like **oo**, marked **u**.

eôrd'agø	fôrt'ûngø	bru'tal	pru'dent
eôr'net	môr'tal	eru'el	ru'in
dôr'mant	hôr'net	fru'gal	ru'mor

Lesson 61.

What word in Lesson 60 means "destined to die"? Which refers to the ropes of a ship's rigging? Which means "sleeping"? Which signifies "careful"? Which is the name of an insect? Which, of a musical instrument?

Lesson 62.

NAMES OF ANIMALS AND THEIR YOUNG.

cow	eälf	hørsø	eôlt
gôxt	kîd	hën	chîçk'en
bêâr	eüb	li'on	whêlp
dêçr	fayn	eât	kî'ten
shêçp	lambø	dög	püp'py

Dare to do right; dare to be true.

ADDITIONAL WORDS.

Lesson 63.

Sounds before *r* of *ē* and *i*.

hērd	pēr'sōn	sīr	chīrp
nērvø	hēr'mit	dīrt	çīr'elø
sērvø	fēr'tilø	fīrst	kīr'tlø
tērsø	fēr'vent	shīrt	gīrd'lø
vērsø	mēr'māĭd	smīrk	īrk'sómø

Lesson 64.

Sounds before *r* of *û* and *ö*.

eûrd	blûrt	sûr'loin	tûr'ban
fûrl	chûrn	mûr'der	tûr'bid
lûrk	eûrsø	mûr'mur	wōrld
slûr	nûrsø	fûr'nish	wōrst
tûrf	pûrsø	pûr'pōrt	wōrth

Lesson 65.

Sounds of *ô* before *r* and *u* after *r*.

eôrpsø	môr'sel	truø	ru'ral
fôr'ty	nôr'mal	pruðø	gru'el
ôr'der	sôr'did	fruĭt	tru'ant
eôr'ner	gôr'gèøūs	eruĭsø	ab struø'
bôr'der	tôr'por	eru'et	ex truðø'

Lesson 66.

Italian sound of *a*, marked *ä*; and the broad sound, marked *a*.

är'bor	bär'lěý	al'so	wa'ter
är'dent	bär'ter	bal'sam	hal'ter
är'gūę	eär'bon	lay'rel	taŷk'er
ärm'or	eär'pet	fal'ter	daŷh'ter

Lesson 67.

REVIEW IN PRONUNCIATION.

The *a* in *orange* has the sound of short *e*: ör'enj. Both the *t* and *e* in *often* are silent: öf'n. The accent in *cornet* is on the first syllable. Webster pronounces *fortune* fôrt'yün. *Calf* is not pronounced kăf, but kăf,—*a* as in *arm*. *Water* and *daughter* are not pronounced wôt'ter and dôt'ter, but waw'ter and daw'ter.

Lesson 68.

NAMES OF FISHES.

eöd	sölę	shăd	eärp	shärk
gär	chüb	pikę	pērçh	rōęch
rāý	däęę	bäss	trout	pläýęę

Goodness is beauty at its best.

Lesson 69.

Sounds of long oo, differently marked; oo, following r, has the same sound.

who	so <u>u</u> p	ru <u>l</u> ø	b <u>o</u> om	drew
whom	to <u>y</u> r	ru <u>d</u> ø	d <u>o</u> om	grew
l <u>o</u> ø	er <u>o</u> p	er <u>u</u> dø	l <u>o</u> on	erew
mov <u>o</u> d	gr <u>o</u> p <u>o</u> d	br <u>u</u> tø	bl <u>o</u> om	screw

Lesson 70.

Sound of n like *ng*, marked n.

m <u>n</u> k	b <u>a</u> nk	s <u>u</u> nk	dr <u>a</u> nk	ã <u>n</u> 'glø
r <u>n</u> k	l <u>a</u> nk	j <u>u</u> nk	dr <u>u</u> nk	ã <u>n</u> 'ger
s <u>i</u> nk	bl <u>a</u> nk	tr <u>u</u> nk	sp <u>u</u> nk	ũ <u>n</u> 'elø

Lesson 71.**SYNONYMS.**

The equivalent words extend across the page.

ẽnd	ã <u>y</u> m	bẽnt	se <u>o</u> pø	drift
sød	l <u>o</u> g <u>m</u>	möld	elöd	ẽ <u>a</u> rth
fũn	pl <u>a</u> y	mĩrth	sp <u>o</u> rt	pr <u>a</u> nk
röd	p <u>o</u> lø	e <u>a</u> nø	st <u>a</u> ff	st <u>i</u> øk

Sup wisely and you will sleep well.

ADDITIONAL WORDS.

Lesson 72.

Sounds of ä and a.

bär'ber	bär'gain	baɪ'blə	gawk'y
gär'blə	eär'nagə	eaɪ'eus	eays'tie
jär'gon	där'ling	pal'ter	mayd'lin
mär'gin	pär'boil	paɪ'per	playd'it
pär'cel	tär'nish	taɪ'dry	salt'ness

Lesson 73.

Sounds of o, u, oo, and ew after r.

grou <u>p</u>	spru <u>ce</u>	gro <u>o</u> m	brew
rou <u>te</u>	tru <u>i</u> sm	shoo <u>t</u>	shrew
who <u>s</u> e	hur ra'	spoo <u>l</u>	strew
eo <u>u</u> 'pon	tru <u>f</u> fle	swoo <u>n</u>	threw
gou <u>r</u> 'mand	pro tru <u>e</u> '	snoo <u>z</u> e	erew'el

Lesson 74.

Sound of n before g and k, and the k sounds of e, q, etc.

ä <u>n</u> 'gry	br <u>i</u> nk	ra <u>n</u> 'eor	ba <u>n</u> 'quet
fi <u>n</u> 'ger	flä <u>n</u> k	sä <u>n</u> e'tum	eö <u>n</u> 'quest
lä <u>n</u> 'guid	ä <u>n</u> 'klə	fü <u>n</u> e'tion	vä <u>n</u> 'quish
eö <u>n</u> 'gress	tri <u>n</u> k'et	sä <u>n</u> e'tion	mi <u>n</u> x
sä <u>n</u> 'guine	spr <u>i</u> nk'lə	ti <u>n</u> et'ürə	ä <u>n</u> x'çüs

Lesson 75.

Sharp sound of th, unmarked.

thĩn	pĩth	thũn'der	pā'thos
thĩnk	truth	thou'sand	yøuth'ful
thĩng	dēath	this'ylø	thānk'ful

Lesson 76.

Flat sound of th, marked th.

this	brēathø	fā'ther	nørth'ern
thēm	smøøth	be nēath'	søøth'ern
thou	blĩthø	thĩth'er	thēø'førø

Lesson 77.

To be copied, and placed on the board or slate.

*Boys of spirit, boys of will,
 Boys of muscle, brain, and power,
 Fit to cope with any thing—
 These are wanted every hour.*

Lesson 78.**NAMES OF MEN.**

John Henry Robert
James Arthur Thomas
Paul Jacob William
Frank Charles Richard

Lesson 79.**NAMES OF WOMEN.**

Anna Helen Clara
Lucy Edith Alice
Ella Mary Agnes
Cora Sarah Laura

Lesson 80.

Sound of *g* like *j*, marked *ġ*.

ġem	ġen'der	ġest'ūrø	dān'ġer
pāġø	ġin'ġer	o bligø	ġen'iūs
stāġø	ġib'bet	lōġ'ie	en'ġinø
lēġø	lē'gend	māġ'ie	rē'ġion

Lesson 81.

Sound of *g* hard, marked *ĝ*.

ĝāĝ	ĝlōbø	ĝär'ter	fōĝ'ġy
ĝāvø	ĝrāsp	ĝhāst'ly	erāĝ'ġy
ĝāng	ĝrānd	ĝew'ĝāw	lāĝ'ĝard
ĝōrgø	ĝlānçø	ĝäl'lop	ĝiĝ'ĝlø

Lesson 82.

SYNONYMS.

wilø	ruseø	triçk	cheæt	dōdġø
bīt	jōt	whīt	mitø	serāp
eoil	wind	twiņø	twist	wrēathø
vēx	frēt	chāfø	tēæø	plāġvø
tīø	līnġ	bōnd	yōkø	chāīn

Wile is an Anglo-Saxon word; **ruse** is French; **trick** is from the Dutch; **cheat** comes originally from the Latin; and **dodge** has been traced back to the north of England.

ADDITIONAL WORDS.

Lesson 83.

Sound of th.

bōth	bērth	thīrst	āth'lētø
mōth	fifth	thrēxt	mēth'od
ōxth	fāxth	thrivø	ruth'less
ruth	smith	thwart	thrōt'tlø

Sound of th.

thān	lithø	ōth'er	brōth'er
thēø	tithø	bōth'er	smōth'er
thēsø	sōōthø	mōth'er	fēxth'er
thīnø	elōthø	rāth'er	lēxth'er

Lesson 84.

Sound of g.

pāgø	sīngø	bridgø	frāg'ilø
rāgø	spōngø	lōg'ie	gīb'lets
sāgø	stāgø	māg'ie	eon gēal'
wāgø	tīngø	rīg'id	suğ gēst'

Sound of ġ.

flāġ	māġ'got	brī gādø'	fa tiğvø'
prīġ	dāġ'ger	dī ġrēsø'	frāġ'ment
snāġ	ġāl'ley	stāġ'ger	smūġ'gler
be ġīn'	sīġ'nal	ȳrīġ'glø	strūġ'glø

Lesson 85.Long sound of y, marked *y*.

lȳrø	al lȳ'	tȳ'ro	de erȳ'
tȳpø	de nȳ'	tȳ'rant	re plȳ'
stȳlø	re lȳ'	çȳ'elø	ap plȳ'
sçȳthø	de fȳ'	hȳ'drant	eom plȳ'

Lesson 86.Short sound of y, marked *ÿ*.

mÿth	lÿr'ie	mÿs'tie	sÿn'tax
lÿnch	pÿg'my	gÿp'sum	phÿs'ie
lÿmph	sÿn'od	mÿth'ie	erÿs'tal
trÿst	gÿp'sy	sÿs'tem	sÿmp'tom

Lesson 87.

Words pronounced alike. Copy the sentences below and fill the blanks with the proper words.

nöt, knöt.—*He could — tie a — in the string.*
 sũm, sòmø.—*He found the — of — of the numbers.*

bow, bougħ.—*He had to — to go under the — of the tree.*

förth, fōørth.—*He was the — man to go — to war.*

Lesson 88.

SOUNDS OF CH.

Ch unmarked has nearly the sound of *tsʰ*, as in *much*.

sūch	chēçr	chăp'ter	chăl'icç
which	chīdç	chăt'tçl	chăr'nel
tēçh	chōkç	chăl'lengç	chăr'ter

Ch, as the sound of *k*, is marked in this book ch.

chrōmç	sehōol	chā'os	sehōl'ar
sehēmç	Christ	chrō'mo	sehōon'er

Lesson 89.

WORDS OF SIMILAR MEANING.

slōw	tăr'dy	fōnd	lōv'ing
snūg	eō'zy	rōb	plūn'der
rāsh	hās'ty	rīch	wēalth'y
gřim	sūr'ly	jūst	ūp'right
sōlç	sīn'glç	hūrt	īn'jurç
sōyl	spīr'it	lōosç	un bound'

*The glories of our birth and state
Are shadows, not substantial things.*

ADDITIONAL WORDS.**Lesson 90.**Sound of *ch*.

mũch	brō æ ch	snā t ch	chām'ber
chārm	chāng e	strē t ch	chāt'ter
chīnk	chûrch	chī'nā	chīm'ney
dī t ch	prē æ ch	chōs'ēn	sā ch 'ēl
mā t ch	stī t ch	chēr'ub	chīēf'tāin

Sound of *eh*.

ā e h	trō'e h ē	e h rōn'ie	ār'e h ivēs
lōe h	e h ōl'er	dīs'tie h	tēe h 'nies
e h ō'ral	e h ēm'ist	se h ēm'er	se h ēd'ūlē

Lesson 91.Sound of *y*.

plȳ	shȳ	drȳ'ad	ēȳē'let
skȳ	drȳ	hȳ'brid	slȳ'ness
spȳ	sprȳ	hȳ'phen	stȳl'ish
trȳ	r h ȳmē	sup plȳ'	çȳ'press
whȳ	es pȳ'	shȳ'ness	ğȳ'rātē

Sound of *ÿ*.

çÿst	sÿm'bol	r h ÿthm	sÿl'van
lÿnx	çÿm'bal	hÿs'sop	ğÿm'nast
erÿpt	tÿm'bal	sÿn'die	sÿr'inx

Lesson 92.

USE OF CAPITALS

Begin with a capital letter every proper name, as *Paul*, *John Lothrop Motley*, or *New Mexico*; all words derived from proper names, as *Philadelphian*, *Japanese*, or *Irish*; titles of honor and respect, as *My dear Sir*, *His Excellency the Governor*, or *The Rev. J. A. Swaney, D. D.*; and all appellations of the Deity, as *God*, *Creator*, and *Redeemer*.

Lesson 93.

COMMON DUTIES OR ACTS PERFORMED.

fix	frȳ	chōp	blūsh	slēp
ēat	hēm	whēt	bāthē	grīnd
elēan	say	dōzē	swēp	quilt
sūp	kēp	fēd	brūsh	tōgst
tīp	wēp	tūck	wēvē	shāvē
rīp	mēnd	quīt	rōgst	skātē
mōw	rākē	lēp	seour	fēgst
hōē	chāt	pēp	eārvē	mīnē
erȳ	chew	shūt	mārch	prunē
prȳ	eōmb	lōlȳ	slīē	stāmp

Which six of the above words apply to farm-work? Which five to sewing? Which five to cooking? Form sentences including these.

Lesson 94.

WORDS OF THREE SYLLABLES.

Long and short sounds of the vowels.

bā'by hōōd	dē'i ty	pī'e ty
pā'tri ot	ē'gō tist	vī'o lent
rāt'i fȳ	bēn'e fit	hīs'to ry
vāl'en tīnø	ēl'e ment	mīn'is ter
ō'di um	fū'ner al	hȳ ē'nà
pō'et ry	mū'ti ny	dȳ'nam itø
mōd'est y	sūb'se quent	hȳp'o eritø
pōs'si blø	eūl'ti vātø	mȳs'ti fȳ

Lesson 95.

EXERCISES ON THE ABOVE LESSON.

We *ratify* an agreement when we approve or sanction it; we *mystify* when we perplex or involve one in mystery. A *patriot* is one who loves his country; an *egotist* loves himself, and is often lacking in *modesty*. A *hypocrite* is one who assumes an appearance of *piety*, which should subject him to the *odium* of good men. *History* is a record of the past; *babyhood* is the state of being a baby; and a *hyena* is a wild beast. The mind is *cultivated* by labor, care, and study.

Lesson 96.*SOUNDS OF O.*Soft sound of o, marked *o*.

diçø	çøgsø	çi'der	ăçi'd
twiçø	trāçø	çēn'sus	tăçi't

Hard sound of o, marked *a*.

tăe'tie	viē'tor	eöp'pər	eöm'ie
hēe'tie	nēe'tar	eăn'dlø	stüe'eo

In these words the unmarked *o* is sounded like *z*.

suf fiçø'	diç cērñ'	săe'ri fiçø'
-----------	-----------	--------------

In these words the canceled *o* is silent.

çzär	viçt'yalç	in diçt'ment
------	-----------	--------------

Lesson 97.Sounds of *ie* and *ei* as long *ä*.

sjiēçø	fiēld	wēyr	eon çäjt'
fiēnd	yjiēld	sēizø	de çējt'
brjiēf	wjiēld	wēyrd	de çējvø'
thjiēf	chjiēf	shjiēld	re ljiēvø'

N. B.—In words of this kind *e* usually follows *c*, and *i* follows *l*.

Lesson 98.**SOUNDS OF X**

The regular sharp sound of x, like *ks*, is unmarked.

wăx	ěx'it	ex pënd'	ex përt'
flăx	ěx'ilǵ	ex pëet'	sěx'ton
něxt	těxt'ūrǵ	ex pīrǵ'	děx'ter

Soft sound of x like *gz*, marked x.

ex̣ äet'	ex̣ ist'	ex̣ ert'	ex̣ empt'
ex̣ alt'	ex̣ ult'	ex̣ hōrt'	ex̣ hāyst'

Exercise.—The *sexton* *exhorted* the *exile* to make his *exit*. To *exist* is to *be*; to *exult* is to *rejoice*; and to *expire* is to *die*.

Lesson 99.**WORDS PERTAINING TO MOTION OF VARIOUS KINDS**

rŭn	rēǵl	dānǵǵ	shākǵ	strāy'
hōp	spīn	wāltz	hēāvǵ	slīdǵ
flŷ	mōvǵ	hāstǵ	trēād	seālǵ
stīr	rōlǵ	spēəd	trāmp	mount
pāss	rōǵk	quīǵk	mārch	flēǵt
skīp	stēp	swift	erēǵp	strōlǵ
lēǵp	rŭsh	whīrl	erāyǵl	bōunǵǵ
trōt	jŭmp	twīrl	flōǵt	prānǵǵ
flīt	rōǵm	quākǵ	glīdǵ	spring

Lesson 100.

The sound of s like z, marked *z*.

ěz'sy	tăn'sy	nā'sal	pre ſūmz'
ehāzm	mī'zer	re ſūlt'	deſ ſērt'
blouſz	rěſ'in	plěz's'ant	diſ ſōlvz' -

In the following words *y* and *i* are consonants.

yělly	yōn'der	āl'ien	elōth'ier
yārn	yēz'ly	ūn'ion	eōprt'ier
yōuth	yēō'man	mīn'ion	brill'iant

Malice toward none; charity for all.

Lesson 101.

PARTS OF A HOUSE.

hally	dōr	čěl'lar	čěl'ing
rōof	pōrch	līn'tel	wīn'dōwz
sīly	stāirz	gār'ret	chīm'nēyſ
sāsh	rōomz	pār'lor	shūt'ters
ēavēz	frāmz	pān'try	kīтч'en
wāllz	gā'blz	elōſ'et	wā'n'seot
stēps	joists	eōr'nīcz	wārd'rōbz
spout	hēārths	mān'tēlſ	chām'bers
flōr	āt'tie	trān'sōm	thrēsh'ōld

Lesson 102.Verbs in which the final *d* is sounded like *z*.

walk <u>ed</u>	switch <u>ed</u>	grac <u>ed</u>	march <u>ed</u>
wash <u>ed</u>	wrench <u>ed</u>	crush <u>ed</u>	match <u>ed</u>
warp <u>ed</u>	clutch <u>ed</u>	serap <u>ed</u>	sketch <u>ed</u>
curs <u>ed</u>	bles <u>s</u> ed	peak <u>ed</u>	seorch <u>ed</u>

Adjectives in which *ed* is sounded.

ā'g <u>ed</u>	erāb'bed	lēarn'ed	wick'ed
blēs's <u>ed</u>	stüb'bed	be lōv'ed	dōg'g <u>ed</u>
cūrs'ed	peak'ed	jāg'g <u>ed</u>	rūg'g <u>ed</u>

Lesson 103.*SYNONYMS.*

ENGLISH.	LATIN.	ENGLISH.	LATIN.
āp <u>ę</u>	īm'i tāt <u>ę</u>	bōld	vāl'or ōūs
lōv <u>ę</u>	af fēc'tion	lift	ěl'e vāt <u>ę</u>
tām <u>ę</u>	do mēs'tie	rou <u>sę</u>	āg'i tāt <u>ę</u>
wild	fe rō'ciōūs	str <u>ęss</u>	ēm'pha sīs

*My strength is as the strength of ten.
Because my heart is pure.*

ADDITIONAL WORDS.

Lesson 104.

Sounds of ç and æ.

brāçø	de çīðø'	eā'blø	æ eruçø'
prīnçø	po liçø'	æt'ivø	bro eādø'
thrīçø	se çēðø'	rēe'tor	eon erētø'
çēm'ent	li'çensø	vīe'tim	pre elūdø'
çis'tern	ro mănçø'	tāe'ties	re eruyt'

Lesson 105.

Sounds of ie and ei = ē.

nīēçø	prīest	bīer	sēiz'ūrø
fīerçø	be liēf'	tīer	per çēivø'
pīerçø	be sīēgø'	shrīek	re çēipt'
griēvø	re prīevø'	shēik	sēign'ior
thiēvø	re triēvø'	sēiņø	de çēit'ful

Lesson 106.

Sounds of x and æ.

būx'om	ex çēl'	ex ūðø'	eō ex ist'
vīx'øn	ex çītø'	ex ōt'ie	ex ėm'plar
wāx'øn	ex plāiņ'	ex ām'īņø	ex ėmp'tion
ĕx'tant	ex tīnet'	ex ėr'tion'	ex ist'ençø
eōx'eōmþ	ex trēmø'	ex hīb'it	ex haust'ion

ADDITIONAL WORDS.

Lesson 107.

Sounds of g.

älmg	räisg	rōs'y	pěās'ant
hōsg	chōōsg	pān'sy	vis'it
rişg	prāisg	hūş'sy	eşūs'ın
wisg	plēasg	fīm'sy	prış'øn
elōsg	spāsm	grēs'y	hūş'band
paūsg	trādēs	ex eūsg	prēs'ençg

Lesson 108.

Y a consonant.

yön	yēlp	Yān'keş	be yönd'
yēlk	yēārn	yēs'ter day	hāl'yard

Lesson 109.

I a consonant.

cn'ion	müll'ion	bul'ion	pe eul'iar
bün'ion	pil'ion	Sāv'ior	be hāv'ior
pīn'ion	seül'ion	pōn'iard	eo til'ion
mīl'ion	trūn'ion	spān'iel	re bēl'ion
bīl'ion	quēs'tion	eöl'ier	eom pān'ion
trīl'ion	Chrīs'tian	fūs'tian	me dāl'ion

Lesson 110.

T and s before io usually have the sound of sh.

nā'tion	ăe'tion	měn'tion	pěn'sion
rā'tion	nō'tion	dīe'tion	těn'sion
stā'tion	ōp'tion	aje'tion	măn'sion

In some words ci has the sound of sh.

spē'cie	glā'cial	spē'ciēs	grā'ciøūs
sō'cial	spē'cial	eru'cial	prē'ciøūs

The following words represent other forms of the sound sh.

schīst	nōx'ipøūs	eøn'sciøūs	lūx'ū ry
ō'cean	naŋ'seøūs	fīs'sūrē	sug'ar

Lesson 111.

WORDS PERTAINING TO MUSIC.

ăir	sōng	shārp	trī'o	gām'ut
lāy	tūnē	eŋōrd	ăl'to	mū'sie
elēf	tōnē	voicē	dīt'ty	těn'or
flāt	nōtē	sō'lo	vō'eal	bāl'lad
sīng	stāff	du ēt'	strāin	eŋō'rus

An inch an hour, a foot a day.

*ADDITIONAL WORDS.***Lesson 112.**

Sound of ti like sh.

pō'tion	jūne'tion	o rā'tion
mō'tion	fāe'tiøūs	ere ā'tion
eāp'tion	frāe'tiøūs	do nā'tion
fāe'tion	quō'tient	du rā'tion
eay'tion	sēn'ti ent	g̃ra dā'tion
fie'tion	pā'tience	mu nī'tion

Lesson 113.

Sounds of ʒi like zh, and si like sh.

ō'ʒier	tôr'sion	ae çēs'sion
hō'ʒier	çēs'sion	ad mīs'sion
brā'ʒier	sēs'sion	de elēn'sion
fū'ʒion	vēr'sion	eon eūs'sion
suā'ʒion	trăn'sient	ex prēs'sion

Lesson 114.

Sound of ci like sh.

lūs'ciøūs	Ĝrē'cian	ma lī'ciøūs
spā'ciøūs	ju dī'cial	suf fi'cient
epē'ciøūs	mu ʒī'cian	sus pī'cion
eōn'ʒcience	ma ĝī'cian	te nā'ciøūs

Lesson 115.

IRREGULAR SOUNDS OF VOWELS.

Unmarked vowels sounded like short æ.

a'ny	bur'y	mën'acə	päs'sagə
said	man'y	môrt'gagə	söl'acə
says	a ġain'	prēf'acə	rāv'agə
saith	a ġainst'	tēr'racə	saj'agə

Unmarked vowels sounded like short i.

been	lēt'tuə	pret'ty	breech'es
buſ'y	wom'en	En'ġlish	buſ'iness

Lesson 116.

VERBS DISTINGUISHED.

In the use of the following words careful discrimination should be observed. Examples should be given by the teacher on all, and the pupil guarded against their abuse.

ġuěss	ex pēet'	in tēnd'	pūr'pōsə	mis trūst'
douġt	rěck'ōn	be lġevə'	sus pēet'	eāl'eu lātə

Expect has always a reference to the future; hence it is improper to say, "I *expect* the mail has arrived." What should be said is: "I *think* (or *believe*) the mail has arrived." As **guess** means to *conjecture* or *imagine*, and **reckon** to *compute*, it would be equally improper to say, "I *reckon* (or *guess*) the mail has arrived." Neither does **calculate** mean *intend* or *purpose*; hence it is improper to say, "He *calculates* to go on a journey." **Suspect** means to *mistrust*, and is not a synonym for *expect*.

Lesson 117.**SOUNDS OF OUGH AND AUGH.**

In the following **gh** is sounded like *f*.

läugh	røugh	søugh	e nøugh'
eough	tough	trough	draught

In the following **gh** is silent.

dough	bough	taught	sought
though	plough	caught	bought
bör'ough	drought	naught	fough
thör'ough	dough'ty	fraught	nough
für'lough	through	hough'ty	thought

Lesson 118.**EXPLANATIONS OF THE ABOVE LESSON.**

Sough is a sighing sound, as of wind in trees. *Draught* is also spelled *dräft*, and the latter orthography is more generally used in military and commercial circles. *Slough*, meaning the part that separates from a foul sore, is pronounced slūf; as a miry place, slou; in the Central states the latter is called slōō. *Plough* is now more generally spelled *plow*. *Drought*, want of rain, has taken the place of *drouth*, and *naught* is now less frequently written *nought*.

Lesson 119.

Words in which qu is sounded like k, marked q̄

pīq̄ŋŋ	eo q̄ŋēt' (v.)	eōŋ'q̄ŋer	eo q̄ŋētŋŋ' (n.)
bīsq̄ŋŋ	ero q̄ŋeŋ'	pīq̄ŋ'ant	an tīq̄ŋŋ'
eliq̄ŋŋ	boŋ q̄ŋeŋ'	par q̄ŋeŋ'	tur q̄ŋois'
plāq̄ŋŋ	liq̄ŋ'ŋor	ob liq̄ŋŋ'	bur lēs q̄ŋŋŋ'

Words in which t is silent.

fāsŋ'ŋ	eāsŋ'ŋŋ	brīsŋ'ŋŋ	eŋrīsŋ'ŋŋ
hāsŋ'ŋŋ	nēsŋ'ŋŋ	chāsŋ'ŋŋ	nēsŋ'ling
līsŋ'ŋ	hūsŋ'ŋŋ	ġlīsŋ'ŋŋ	chēsŋ'nut
sōŋŋ'ŋ	ġrīsŋ'ŋŋ	moisŋ'ŋŋ	a pōsŋ'ŋŋ

Lesson 120.

SYNONYMS DISTINGUISHED.

æ çēpt', re çēŋvŋŋ'. — *We receive news when it reaches us; we accept presents when offered.*

æ eōm'plish, ef fēet', ħŋ'e eūtŋŋ, a çhīēvŋŋ', per-fōrm'. — *We accomplish an end; we effect a purpose; we execute a design; we perform a task; and we achieve an undertaking of importance.*

aw'ful, frīġŋt'ful, drēd'ful. — *An accident may be frightful; the approach of death is dreadful to most men; the convulsions of an earthquake are awful, because filling us with awe.*

Lesson 121.

Words in which k, g, or n is silent.

knăb	knăçk	gnăt	de sign'
knew	sign	gnay	poign'ant
knēel	im pūgn'	gnärl	söl'emx
knăp'săçk	ma lign'	gnăsh	eöl'umx
knöw'edgæ	för'eign	gnömæ	eon dëmæ'

Lesson 122.

Words in which b, l, s, h, or w is silent.

dëbt	hălf	kërb	wrëçk
dümþ	pălm	ghöst	wrëath
nümþ	stalk	rhëum	wrëench
re douht'	island	ghăst'ly	wrăn'glæ
sübt'læ	vīs'eount	rhū'bärb	wrīnk'læ

Lesson 123.

Words in which ph is sounded like f.

phrăsæ	nŷmph	döl'phin	ëp'i täph
phlëgm	ôr'phan	sül'phur	ël'e phant
phôn'ie	sī'phon	săp'phiræ	phă'e tön
phëəs'ant	nëph'ew	phă'lanx	de çi'pher
phăn'taşm	prôph'et	păm'phlet	phy şi'cian

Lesson 124.

SPECIAL DRILL IN PRONUNCIATION.

One vague inflection fills the soul with doubt;
 One trivial letter ruins all left out;
 A *knot* can choke a felon into clay;
 A *not* will save him, spelt without the *k*;
 The smallest word has some unguarded spot,
 And danger lurks in : without a dot.

The following words are to be especially guarded against—they are pronounced differently, but are often confounded in common speech: năp, năpʃ; ǒf (ǒv), ǒff; wănt, wŏn't, wŏnt; găp, găpʃ; with, withʃ; cănt, căn't; ăynt, ănt; nĭk, nĭchʃ; news (nūs), nŏŏsʃ; ăst, yĕst; seăth, seăthʃ; lŏth, lŏthʃ; hăvʃ, hălvʃ; ȳch, ăch; ǒn, ăwn; săt, sôt; Gŏd, găyd; nŏd, gnăyd; sŏd, săyd; dŏn, dăwn.

Lesson 125.

Give the short sound to *a* in these words.

bădʃ	măt'in	tăs'sel	păg'ĕant
străp	lĭ'lae	săt'irʃ	năr'rŏw
stămp	răp'ĭnʃ	Ăr'ab	al tĕr'natʃ (adj.)
cătch	hăr'ass	băr'rel	ăl'ter nătʃ (v.)

Give the short sound to *e* in these words.

gĕt	tĕn'et	tĕt'ter	trĕb'lĕ
yĕt	tĕp'id	kĕt'tlĕ	dĕe'adʃ
lĕst	fĕt'id	pĕd'ant	whĕth'er
dĕxf	ĕp'oeħ	for gĕt'	wrĕs'tlĕ

Lesson 126.Short sound of **i**.

rĭd	viſ'or	tĭ rādē'	trib'ūnē
rĭnſē	sĭr'up	fū'tilē	prō'filē
wĭdth	ōx'idē	Ā'pril	fĭ nānçē'
vĭe'ar	dĭ lātē'	dĭ vēst'	rēs'pitē

Short sound of **o** and **u**.

slōth	prōç'esſ	prōv'ōst	dūē'at
dōn'kēy	prōg'reſſ	frōnt'jēr	sūp'plē
pōl'len	be trōth'	dōç'ilē	pūp'pet
grōv'el	prōd'ūçē	jōē'und	fūl'sômē

Lesson 127.Long sound of **a**.

yēā	lā'mā	grā'tis	sā'li ent
jēān	dā'ry	ān'cient	to mā'to
ā'pex	pā'tron	rā'tions	sa gā'ciōūs
bā'bel	mā'tron	squā'lōr	ra pā'ciōūs

Long sound of **e**.

rēær	sē'nile	çērē'ment	sē'rjēs
slēæk	ef fētē'	trēæ'elē	fē'brilē
lē'ver	lē'sūrē	prē'lūdē	lē'gend
eliqūē	ēx'ther	stēēl'yard	nēx'ther

Lesson 128.

Long sound of **i**.

shirø	sī'ren	vī'rīlø	eār'bingø
tī'ny	gīrim'y	fī'nītø	quī'nīngø

Long sound of **o**.

fōrgø	re vōlt'	ō'zōnø	flō'rist
ōn'ly	trō'phy	īn'mōst	fōr'ger

Long sound of **u**.

lūøū	dū'ty	lū'rid	flū'ent
------	-------	--------	---------

Lesson 129.

Words properly pronounced in **two** syllables.

lī'en	eā'is'son	gēn'ius	tīk'lish
jāvø'lin	rūff'ian	grīev'øūs	jūn'ior
he'xnøus	fil'ial	bīv'øuæ	brēth'ren

Words properly pronounced in **three** syllables.

ī dē'à	rēg'ū lar	pre vēnt'ivø
jō'vi al	vīe'to ry	plā'gža rīsm
eōr'di al	hŷ'gi ēnø	mēl'ior ātø
triv'i al	ē'væn ing	un lēxrn'ed
gē'ni al	eār'ri on	al lē'gjaŋø

GENERAL REVIEW OF SOUNDS.

Lesson 130.

lăçk	çənt	film	eröp
bäng	děäd	ġift	eöçk
hăsh	hělp	hilt	bŭlb
răpt	těst	kĭng	fünd
sănk	kěpt	mĭlk	ġŭlp
măsh	těxt	wĭçk	tŭft

Lesson 131.

erăpě	blěæk	bridě	brökě
flāmě	bleəd	erĭəd	erōæk
shāpě	trěāt	whĭtě	shōně
trăĭn	stěəd	flĭġht	ġlōæt
săĭnt	sněæk	spĭtě	seöld
tăstě	erěām	sprĭġht	hōærd

Lesson 132.

quoit	hęärt	sward	brawł
eloud	härm	seald	flask
flour	pärsě	seörch	ġrânt
mouth	snärl	ġaųzě	blānch
prowl	stärvě	elăųsě	trānceġ
pounceġ	lăunch	sprăwł	stānch

REVIEW. (Continued.)

Lesson 133.

jēr <u>k</u>	fērn	swash	roy <u>g</u> ø
dīr <u>k</u>	būrn	gr <u>æ</u> f	rōost
būr	bīrch	lī <u>e</u> gø	sōoth
whīr	lē <u>ar</u> n	frī <u>e</u> zø	stōop
wē <u>r</u> ø	dūrst	p <u>æ</u> ç <u>e</u> d	swōop
blūr	quīrk	tī <u>e</u> rçø	whōop

Lesson 134.

elī <u>n</u> k	sw <u>æ</u> th	erī <u>n</u> gø	twī <u>n</u> gø
plā <u>n</u> k	swāthø	drūd <u>g</u> ø	shrū <u>g</u>
shrū <u>n</u> k	shē <u>æ</u> thø	frī <u>n</u> gø	slūng
sphī <u>n</u> x	thō <u>s</u> ø	hēd <u>g</u> ø	sprāng
thā <u>n</u> k	thīrd	plū <u>n</u> gø	vō <u>g</u> yø
quōth	thē <u>n</u> çø	trūd <u>g</u> ø	strēngth

Lesson 135.

būn <u>ch</u>	quēn <u>ch</u>	eh <u>ŷ</u> mø	hēn <u>ç</u> ø
fē <u>t</u> ch	çhā <u>s</u> ø	on <u>ç</u> ø	sē <u>ç</u> thø
eou <u>ch</u>	chā <u>s</u> ød	pūlsø	sçēnø
hā <u>t</u> ch	chāstø	fōr <u>ç</u> ø	elān <u>k</u>
serē <u>ç</u> ch	eōn <u>ç</u>	erē <u>æ</u> sø	kēd <u>g</u> ø
serā <u>t</u> ch	eh <u>ŷ</u> lø	flē <u>ç</u> çø	eā <u>t</u> ch

*REVIEW. (Continued.)***Lesson 136.**

skiff	erouch	blënd	slāy
seript	seämp	frïend	sleigh
skirt	sketch	freigh	gist
seout	Seotch	träit	jëst
skülk	sïevø	nāy	timø
seowl	eigh	neigh	thymø

Lesson 137.

bāyzø	grāzø	thÿ	knēø
präiszø	prïsm	thigh	nigh
blāzø	snēzø	quité	gnärl
browseø	spouseø	blight	erumbø
frözø	seøurgø	triteø	quälm
pröseø	sträight	sight	knöwn

Lesson 138.

bräin	ëdgø	lēast	serēøn
blēach	hīngø	quäint	serēxm
blotch	hitch	pläid	wheat
elutch	hunch	lurch	thumbø
dēarth	drēad	sēarch	warmth
elēangø	dämped	plumbø	wronght

REVIEW. (Continued.)

Lesson 139.

fīg'ūrø	frīg'id	dā'ly	trēs'ty
elān'gor	fīd'get	ōw'ing	sōl'dier
stōm'æh	stēr'ilø	rēs'son	hēs'then
vēs'tigø	fræct'ūrø	trī'flø	nēū'tral
hōs'tagø	fløūr'ish	æh'ing	trī'umph
dūn'geon	būs'pler	fēūd'al	fā'cial

Lesson 140.

ǣx'lø	elēr'gy	rāi'sin	shōp'ping
ēa'sel	stūr'dy	chār'ger	joint'ūrø
aj'thor	nērv'øūs	jōūr'nal	trān'quil
rē'gion	hīth'er	chāp'lāin	ser'geant
buoy'ant	bāp'tism	rōgū'ish	lān'guagø
eōg'nae	kīnš'fōlk	wrēs't'ling	prē'çinet

Lesson 141.

de fēr'	ae çēdø'	eon çern'	ex pēnsø'
de mūr'	ex çēd'	sue çēsø'	ap pēasø'
ex çēsø'	as çēnd'	pre diēt'	af fliet'
ex hūmø'	re sçind'	diç dāin'	ae eūrsø'
in çīsø'	a skānçø'	eam pāçgn'	as pērsø'
eon fūsø'	eon elūdø'	eōn'struçø'	ero quētçø'

*REVIEW. (Continued.)***Lesson 142.**

jew'el	fū'el	tow'el	vow'el
fiɛk'lɛ	eäv'il	bũɛk'lɛ	døüb'lɛ
rũs'tlɛ	fũ'gil	bũs'tlɛ	tĩn'sel
mũs'ɕlɛ	trɛs'tlɛ	săn'dal	chăn'ɕel
jøs'tlɛ	fönd'lɛ	serib'blɛ	wɛä'sɕl
mĩs'sal	tũn'nel	träm'mel	whĩs'tlɛ

Lesson 143.

pur sũɛ'	re trɛæt'	o bey'	ġa zɛttɛ'
per tǎjn'	eom plɛtɛ'	in vɛjɛɣh'	in trĩɣɛ'
pur vɛy'	re mōrsɛ'	em prĩsɛ'	o pǎqɛ'
per hǎps'	dis eōɽrsɛ'	bap tizɛ'	qua drillɛ'
pur loin'	re hɛǎrsɛ'	ea rɛɛn'	ġro tɛsqɛ'
per chàɕɛ'	dis bũrsɛ'	eon vɛnɛ'	ġa zɛllɛ'

Lesson 144.

sǎɽ'ɕer	sɛr'mon	wɛäɛk'ness	squĩr'rel
sǎɽ'yɛr	ɕɛr'tǎin	wɛɛk'-dǎɽ	tōr'tɔĩsɛ
rũf'flɛ	ɕĩr'ɛɽit	tɛrsɛ'ly	sue ɕĩnet'
røũgh'ness	sɛrv'ilɛ	tur moil'	tab leau'
sɛn'tenɕɛ	sũr'plus	stũ'por	mōn'strøũs
ɕɛn'surɛ	sũr'plĩɕ	stew'ard	dĩph'thong

REVIEW. (Continued.)

Lesson 145.

mē'te or
lā'bor er
eō'gen cy
ăd'jee tivø
eăt'a lōgøø
mīs'chiev øūs

pōl'i ties
pōl'y gōn
fēs'ti val
mīr'a elø
ăr'se nal
pār'ti elø

bul'le tin
aŷ'to grăph
mēr'ean tīlø
ôr'eŷes trā
quan'ti ty
roy'al ty

Lesson 146.

ap prāŷ'al
pro fū'sion
eom mō'tion
as pīr'ant
ea thē'dral
in gēn'ioūs

a dōp'tion
as cēn'sion
eon trāe'tion
ful fil'l'ment
sub stān'tial
eom pūl'sion

ab sōrb'ent
ae count'ant
un dāŷnt'ed
dī vēr'sion
ma çhīn'ist
re līn'quish

Lesson 147.

ăp per tāŷn'
as çer tāŷn'
brīg a dīēr'
pēr se vērø
ēn gi nēer'
öp por tūnø'

ăp ro pōs'
īm po litø'
çhăn de līēr'
ēt i quētøø'
eōm'plai sãnçø
ēf fer vēsçø'

süb ma rīnø'
īn ter rūpt'
ăe quī eşçø'
çīr eum vōlvø'
ap pre hēnd'
piet ūr eşçøø'

Lessons 148 and 149.

MARKS USED IN WRITING AND PRINTING.

- *dāsh*, denotes a sudden pause.
 ~ *brēyē*, short sounds of vowels.
 { *brāçç*, connects words or lines.
 ~ *tīl'dē*, placed over *fi*, to show that a consonant sound is added.
 . *pē'ri od*, a full stop.
 , *eōm'mā*, a short pause.
 - *mā'eron*, long sounds of vowels.
 ☞ *In'dex*, that which points out, or invites attention.
 : *eō'lon*, pause less than a period.
 ^ *eā'ret*, shows an omission.
 - *h'yphen*, connects syllables or lines; a mark somewhat similar put under *n*, sounded as *ng*, is called a **bar**, while in *g* or *x* it is called a **suspended bar**. Placed under *g* it gives the sound of *ā*, as in *feint* (*fānt*).
 * * * } *el līp'sis*, marks showing
 . . . } that something is omitted.
 " " *quo tā'tion mārks*, inclose something quoted.
 ¶ *pār'a grāph*, used as a reference, or to mark a division.
 * *ās'ter isk*,
 § *sēc'tion*,
 † *dāg'ger*,
 ‡ *dōub'lē*
 † *dāg'ger*,
 || *pār'al lels*.
 These marks are used to refer to passages or notes in the margin, or to foot-notes.
- " *dī sēr'e sīs*, placed over the second of two vowels to show that they are to be pronounced as distinct letters. Also used as a diacritical mark, as *ä* in *arm*, and called **dots**. In *ant* it is called a **dot**. (See Lessons 20 and 43.)
 [] *brāk'ets*, or *erō'ch'ets*, used to inclose an explanation, reference, or note.
 ^ or ~ *çir'eum flēx*, used to indicate certain vowel sounds, as *ā* in *air*. [The *i* in *bird* is marked by a *circumflex*—sometimes called a *wave*.]
 . *çe dī'l'ā*, placed under *ç*, to show that it is sounded like *s*.
 ' *a pōs'tro phe*, denotes the omission of a letter or letters; also the possessive case: as, *John's*.
 ; *sēm'i eō lon*, a pause of longer duration than a comma.
 ! *ēx ela mā'tion point*, shows surprise or wonder.
 ? *in tēr ro gā'tion point*, expresses doubt, or asks a question: as, *Who knows?*
 () *pa rēn'the sīs*, incloses something inserted, by way of explanation, within another sentence. Dashes serve the same end.

N. B.—In writing, italics are indicated by one line drawn underneath the word, small capitals by two lines, and capitals by three.

PART II.—ORTHOGRAPHY.

In this department will be found some general rules for the spelling of certain classes of words, with illustrations and exceptions. The forming of words into lesson-groups, with a view to their definition, is continued, and other features are added.

Lesson 150.

The letters *f*, *l*, and *s*, at the end of monosyllables, and standing immediately after single vowels, are generally doubled.

gāff	chāff	wālf	lāss	glāss
dōff	eliff	dēlf	mēss	prēss
pūff	stūff	hīlf	hīss	blīss
būff	snūff	dōlf	mōss	grōss
eūff	stīff	lūlf	fūss	trūss
lūff	seōff	fēlf	kīss	drōss

Exceptions to the above rule.

īf	ās	gās	hīs	elēf
īs	ūs	hās	yēs	thūs
ōf	sōl	wās	pūs	plūs

The following are the only other common words, ending with other consonants than *f*, *l*, and *s*, which double their finals.

ābb	ōdd	ērr	īnɿ	mītɿ
ēbb	ēgg	ādɿ	fīzz	būzz

Lesson 151.

Words formed by adding a termination beginning with a vowel to monosyllables, or words accented on the last syllable, usually double the final consonant if the primary word ends in a single consonant preceded by a single vowel.

pëggèd	săd'dest	in fërrëd'
dröppëd	hôt'test	a bët'ted
elippëd	băg'gagë	be ġin'ner

Some exceptions to the above rule.

çha ġrīnëd'	prëf'er ençë	çhăn'çel lor
dëf'er ençë	rëf'er ençë	erÿs'tal lizë

Lesson 152.

HOMOPHONOUS WORDS.

Copy the exercises below and fill the blanks.

ăĭl, *to be sick.*
 âlë, *a kind of liquor.*
 âĭt, *an island.*
 âtë, *did eat.*
 eĭġht, *a number.*
 băĭl, *surety.*
 bălē, *a bundle.*
 băĭt, *an allurements.*
 bătë, *to lessen.*

făĭn, *gladly.*
 fănë, *a temple.*
 feĭġn, *to pretend.*
 păĭl, *a bucket.*
 pălë, *whitish; dim.*
 tăĭl, *an appendage.*
 tălē, *a story.*
 wăĭl, *to lament.*
 wălë, *a ridge; a mark.*

mădë, măĭd.—*The ——— milked the cows and ——— the butter.*

sălë, săĭl.—*The house is for ———. The ships ———.*

Lesson 153.

When the accent of a word ending in a single consonant preceded by a single vowel falls on any other syllable than the last, the final consonant is not doubled upon adding a termination beginning with a vowel.

bär'reléd	kíd'náp er	gröv'el ing
eän'çeléd	jew'el er	chän'nel ing
eäv'iléd	lí'bel er	eoun'sel ing
eär'oléd	möd'el er	mär'shal ing
chis'eléd	quar'rel er	pén'cil ing
ē'qualéd	rēv'el er	shriv'el ing
gräv'eléd	träv'el er	shöv'el ing
gām'boléd	wör'ship er	pär'cel ing
lä'beléd	viçt'ual er	träm'mel ing

Lesson 154.

PARTS OF THE HUMAN BODY.

eyēs	hēd	bōnēs	loins	joints
jayz	skīn	knēz	limbz	brāinz
lipz	hāyr	hēlz	wrist	chēeks
ribs	fāç	sōlēs	flesh	thighs
lēgz	hānd	pālmz	bēard	thrōat
tōz	fist	nāilz	erown	brēast
ēarz	chīn	tēeth	seālp	thūmbz
nōz	fēet	lūngz	skūl	splēn
nēck	ārmz	veinz	mouth	tōngv

The spleen is a spongy gland above the kidney, supposed by the ancients to be the seat of anger and ill-humored melancholy; hence the word also means *anger* or *ill humor*.

Lesson 155.

The plurals of most words are formed by adding *s* to the singular.

lōfts	drēams	mī'sers	rīv'ers
wōes	skātes	brī'ers	ôr'gans
elays	elōves	gī'ants	jū'rors
plēs	plāins	rī'vals	môn'ēys

Nouns ending with *ch* (*soft*), *sh*, *x*, *z*, or *s*, add *-es* to form the plural.

fōx'es	bēnch'es	drēss'es	rād'ish es
ārch'es	mātch'es	glāss'es	bul'rush es
lŷnx'es	blūsh'es	erōss'es	wit'ness es
īnch'es	skētch'es	pēach'es	īstŷ'mus es

Lesson 156.

fāint, *weak; languid.*

feint, *a pretense.*

fātē, *decree; lot.*

fētē, *a festival.*

gāit, *manner of walking.*

gātē, *an entrance.*

grātē, *a fire-place.*

grēāt, *large; grand.*

hāil, *frozen rain.*

hālē, *strong; healthy.*

lāid, *participle of lay.*

lādē, *to load; to dip.*

lāin, *participle of lie.*

lānē, *a narrow road.*

bāsē, *low; mean.*

bāss, *a part in music.*

Lay has for its preterit **laid**, and **lie** has **lay**: as, He told me to **lay** it down, and I **laid** it down; or, He told me to **lie** down, and I **lay** down. The ship **lay** (not **laid**) at anchor. They had **lain** (not **laid**) down on the grass. The book **lay** on the shelf.

Lesson 157.

Nouns ending in *f*, *ff*, and *fe* in most cases form their plurals regularly. *Wharf* has two plurals: *wharfs*, *wharves*.

pŭffs	rēffs	seärfs	be lĕffs'
mŭffs	gŭlfs	stŭffs	re bŭffs'
eŭffs	wäffs	proofs	mīs'chiefs

Exceptions to the above rule; as *elf*, *elves*.

ēlvęs	sēlvęs	lōęvęs	shēlvęs
līvęs	knīvęs	wōlvęs	thĭęvęs
wīvęs	eālvęs	bēęvęs	our sēlvęs'
lēęvęs	hālvęs	shēęvęs	yōur sēlvęs'

Lesson 158.

WORDS PERTAINING TO COLOR, AND SHADES OF COLOR.

jēt	ēb'on	rŭd'dy	pŭr'plę
tĭnt	ru'by	sănd'y	săl'lōw
grāy	ĭnk'y	sōr'rel	dăp'plęd
drăb	să'blę	blŭ'ish	seăr'let
rōęn	ōl'ivę	rŭs'set	erĭm'sōn
făır	ăz'urę	yēl'lōw	eăr'mĭnę
pĭnk	ăm'ber	mōt'ley	vēr'dant
gręęn	blōndę	gōld'ęn	swarth'y
brown	ta'w'ny	ăş'burn	vĭ'o lęt

The deepest *black* is *jet-black*. A *tint* is a slight coloring distinct from the main color; as, red with a blue *tint*. *Gray* was formerly also spelled *grey*; that form is now used only in *greyhound*, from Icelandic *grey*, a dog. *Azure* is pronounced *ăzh'ur*.

Lesson 159.

In these words the plurals are formed irregularly, and the plurals are to be found in the dictation exercises.

ōx	<i>He yoked the ōx'en.</i>
mān	<i>Many mēn of many minds.</i>
child	<i>The family had six chil'dren.</i>
gōosē	<i>The gēēsē swam in the pond.</i>
mouse	<i>The mīē gnawed the papers.</i>
louse	<i>Old hens often have liē.</i>
fōot	<i>A yarā measures three fēē.</i>
tōoth	<i>An adult has thirty-two tēēth.</i>
wom'an	<i>Six wom'en sat in the coach.</i>
pēn'ny	<i>Twelve pēncē make one shilling.</i>

Lesson 160.

The following words are used chiefly in the plural.

ōgts	āsh'es	māt'ins	tī'dings
tōngs	wā'ges	bit'ters	snūff'ers
drēgs	ān'nals	bēl'lōws	trou'sers
gōods	rīch'es	mēā'slē	bīl'iards
mēāns	ās'sets	vēs'pers	sōis'sors
dumps	mōr'als	dray'ers	twēē'zers
	nīp'pers	pinch'ers	

Webster says the spelling of **pinchers** is much to be preferred to **pincers**. The word **bellows** (bēl'lus) is both singular and plural. **Vesper**, in its singular form, means pertaining to the evening, or to the service of *vespers*; **matin** pertains to the morning.

Lesson 161.

Most words ending in *o* form their plurals by adding *-es* to the singular. The following words end in *es*.

hē'rōēs	eär'gōēs	po tā'tōēs
ēēh'ōēs	grōt'tōēs	to mā'tōēs
nē'grōēs	eäl'i eōēs	tor nā'dōēs

When the final *o* is preceded by a consonant, the formation of the plural varies. The following words end in *s*.

hā'lōs	eän'tōs	so prä'nōs
sō'lōs	lās'sōs	ōe tā'vōs
zē'rōs	quar'tōs	dōm'i nōs
tý'rōs	pro ví'sōs	me mēn'tōs

Lesson 162.

Require the pupil to fill the blanks below correctly.

bēāch, <i>a shore; a strand.</i>	nēēd, <i>want; necessity.</i>
bēēch, <i>a kind of tree.</i>	lēāf, <i>part of a plant.</i>
bēāt, <i>to strike; conquer.</i>	liēf, <i>willingly; gladly.</i>
bēēt, <i>a garden vegetable.</i>	mēān, <i>base; humble.</i>
flēā, <i>a small insect.</i>	mīēn, <i>manner; bearing.</i>
flēē, <i>to run away.</i>	pēācē, <i>quietness; calm.</i>
knēād, <i>to work dough.</i>	pīēē, <i>a part; a share.</i>

pēēl, pēēl.—*A — of bells. An orange —.*
 hēēē, hēēē.—*Sit thou — and — the speech.*
 hēēl, hēēl.—*His wound in the — will —.*

Lesson 163.

Some words in the singular form are used in both numbers.

dēŕ *Twenty dēŕ were in the park.*
 shēŕp *The shēŕp were all shorn.*
 swīŕŕ *A swīŕŕ is also called a hog.*

Words ending in *y*, preceded by a consonant, change *y* into *i* and add *es* to form the plural.

bēr'riŕŕ	coun'tiŕŕ	ā'gen çiŕŕ
eăn'diŕŕ	chēr'riŕŕ	grō'çer iŕŕ
stō'riŕŕ	pën'niŕŕ	rēm'e diŕŕ

Penny has two plurals: *pennies* denotes the number of coins; *pence*, the amount of pennies in value. An English penny is worth about two cents, or four farthings.

Lesson 164.

PROPERTIES AND RELATIONS OF LIQUIDS.

fłōŕ	ōozŕ	dăŕk	quăŕŕ	fłōŕd
drīp	skīm	dămp	frōth	stēŕm
shēd	sōŕk	rēŕk	moist	spŕrt
fōŕm	lăŕŕ	hăŕŕ	stēŕp	squīrt
drōp	wăsh	swīm	spout	frēŕzŕ
gŕsh	fŕmŕ	seŕm	douse	drēŕch

Rivers **flow** to the sea; water **drips** from the eaves; tears and blood are **shed**; the pond **freezes** over; the meadows **reek** with vapor; fountains **gush**; the sea **foams**; blood **spouts** from a vein; and the low grounds are **flooded** by the deluge.

Lesson 165.

When the singular ends in *y* preceded by a vowel, the plural is formed by adding *s*.

ăl'lěȳs	văl'lěȳs	tûr'kěȳs	jœk'ěȳs
ăb'běȳs	völ'lěȳs	měd'lěȳs	lăek'ěȳs
ēs'sayȳs	fo rāȳs'	păr'lěȳs	vîçç'royȳs
ăn'voys	pul'lěȳs	môn'k'ěȳs	jœûr'ngěȳs

An **abbey** is a house used for religious purposes. A **medley** is a confused mass, a mixture. An **envoy** is one dispatched on an errand or a mission; a **viceroy** one who rules in the name of the king. A **foray** is a sudden incursion in a border war, and a **parley** is usually a conference between enemies. A **volley** is a flight of shot. **Essay** is pronounced *ēs'sa*; **assay**, as *să'*.

Lesson 166.

TITLES, AND THEIR ABBREVIATIONS.

Mă'jor,	<i>Maj.</i>	Ĉăp'tăin,	<i>Capt.</i>
Dœ'tor,	<i>Dr.</i>	Mis'tress,	<i>Mrs.</i>
Mis'ter,	<i>Mr.</i>	Es quîrç',	<i>Esq.</i>
Bîsh'op,	<i>Bp.</i>	Ĉolø'nel (kûr'-),	<i>Col.</i>
Dêç'eon,	<i>Dea.</i>	Ĝên'er al,	<i>Gen.</i>
Ĉăsh ĵer,'	<i>Cash.</i>	Rěv'er end,	<i>Rev.</i>

Reading Exercise.—She sells sea-shells. Gaze on the gay gray brigade. The sea ceaseth and it sufficeth us. A cup of coffee in a copper coffee-cup. Say, should such a shapely sash shabby stitches show? Strange strategic statistics. Shovel soft snow slowly.

Lesson 167.

Derivatives formed from words ending in a double consonant, in adding syllables, commonly retain both consonants.

ebbēd	ōdd'ly	skīl'fūl ness
ērrēd	stīff'ly	wīl'fūl ness
būzzēd	grūff'ly	blīss'fūl ness
pūffēd	grōss'ly	glāss'i ness
pāssēd	full'ness	māss'ivē ly
hīssēd	dūl'ness	en rōl'ment
stūffēd	drēss'ing	en grōss'ment
ērōssēd	thral'dom	in stal'ment

Lesson 168.

Form sentences from the following words.

mēāt, <i>flesh; food.</i>	sēāl, <i>a stamp; animal.</i>
mēpt, <i>to come together.</i>	sēpl, <i>to render blind.</i>
mētē, <i>to measure.</i>	gēl, <i>to overlay a room.</i>
pēēr, <i>an equal.</i>	sēas, <i>plural of sea.</i>
pīēr, <i>solid stone-work.</i>	sēēs, <i>beholds.</i>
rēpd, <i>to peruse.</i>	sēxzē, <i>to lay hold of.</i>
rēpd, <i>a hollow plant.</i>	sēār, <i>to burn; wither.</i>
sēā, <i>a body of water.</i>	sēēr, <i>a prophet.</i>
sēē, <i>to behold.</i>	gēē, <i>to cover with wax.</i>

sēām, sēēm. — We sew a —. To — is to appear.

sēēd, gēēd. — We sow —. To — is to give up.

Lesson 169.

Monosyllables ending with the sound of *k*, in which *c* follows the vowel, usually add the letter *k*. This is also done with the accented syllable of some dissyllables, and sometimes also to avoid the soft sound of *c*. The *k* is now omitted at the end of most words of more than one syllable.

spěck	frěck'lə	rōl'liəkəd	tón'ie
brīck	thīck'et	trāf'fiəkəd	tōp'ie
shōck	stōck'ing	frōl'liəkəd	eū'bie
plūck	tričk'lə	mīm'liəkəd	pūb'lie

Exceptions to the above rules.

tāle	zīne	bār'račk	hīl'oečk
fīse	pie'nie	hūm'moečk	hām'moečk

Lesson 170.

DAYS AND MONTHS, AND THEIR ABBREVIATIONS.

Sūn'day,	<i>Sun.</i>	Mārch,	<i>Mar.</i>
Mōn'day,	<i>Mon.</i>	Ā'pril,	<i>Apr.</i>
Tūes'day,	<i>Tues.</i>	Ju l'y,	<i>Jul.</i>
Wēdnēs'day,	<i>Wed.</i>	Ā'g'ust,	<i>Aug.</i>
Thūrs'day,	<i>Thurs.</i>	Sep tēm'ber,	<i>Sept.</i>
Fri'day,	<i>Fri.</i>	Oe tō'ber,	<i>Oct.</i>
Sāt'ur day,	<i>Sat.</i>	No vēm'ber,	<i>Nov.</i>
Jān'ū a ry,	<i>Jan.</i>	De ġēm'ber,	<i>Dec.</i>
Fēb'ru a ry,	<i>Feb.</i>	Ch'rist'mas,	<i>Xmas.</i>

May and June are usually written in full; the seasons, Spring, Summer, Autumn and Winter, are also not abbreviated.

Lesson 171.

In derivatives formed from words ending with a silent *e*, the *e* is generally retained when the termination begins with a consonant.

pālē'ness	fīnē'ness	in cītē'ment
hātē'ful	gāmē'ster	ma tūrē'ly
chāstē'ly	flēdgē'ling	eon cīsē'ness
movē'ment	stārvē'ling	de fācē'ment

Some exceptions to the above rule.

wīš'dóm	jūdg'ment	nūrs'ling
whōl'ly	lōdg'ment	a brīdg'ment

Lesson 172.*SYNONYMOUS ADJECTIVES.*

nās'ty	fīlth'y	squal'id	im·pūrē
naught'y	per vērse'	eor rūpt'	sīn'ful
ob seūrē'	glōom'y	dūsk'y	shād'ed
oe eūlt'	hīd'den	sē'eret	un knōwn'
pal'try	līt'tle	pēt'ty	trī'fling
pēācē'ful	un movēd'	plāc'id	se rēnē'
pēr'fect	hō'ly	blāmē'less	faūlt'less
pīth'y	eon cīsē'	eom pāet'	point'ed
pēēv'ish	frēt'ful	chūrl'ish	erūst'y

Nasty, applied in England also to the weather, is a Scandinavian word; **filthy** is English; **squalid** is Latin; and **impure**, Latin through the French. **Concise** is pronounced *kon cīcē*.

Lesson 173.

Derivatives formed from words ending in silent e, when the termination begins with a vowel, generally omit the e.

ūs'aǵǵ	ǵwīd'anǵǵ	fōrc'i blǵ
dūr'anǵǵ	plūm'aǵǵ	sāl'a blǵ
flēǵ'cy	ǵrīēv'anǵǵ	mōv'a blǵ

Exceptions to the above rule.

dye'ing	tōǵ'ing	pēaǵǵ'a blǵ
tīngǵ'ing	hōǵ'ing	chārgǵ'a blǵ
sīngǵ'ing	shōǵ'ing	chāngǵ'a blǵ

Dyeing, the act of coloring, is so spelled to prevent confusion with *dy'ing*, pertaining to death.

Lesson 174.

bȳ, <i>near at hand.</i>	might, <i>power; ability.</i>
bȳ, <i>to purchase.</i>	mīte, <i>a small particle.</i>
elīmǵ, <i>region; climate.</i>	nīǵht, <i>darkness.</i>
elīmǵ, <i>to mount up.</i>	knīǵht, <i>title of honor.</i>
dīǵ, <i>to cease to live.</i>	sīze, <i>bulk; extent.</i>
dȳǵ, <i>to color; to stain.</i>	sīǵhts, <i>plural of sigh.</i>
īslǵ, <i>a small island.</i>	rȳǵ, <i>a kind of grain.</i>
āīslǵ, <i>a narrow passage.</i>	wȳrȳ, <i>crooked; twisted.</i>

liǵ, lȳǵ.—Do not — down. — is used in making soap. A — is a falsehood.
 quīre, choir.—A — of paper. The — sang a hymn. How many sheets are in a —?

Lesson 175.Words ending in **-er**.

nī'ter	sā'ber	çĕn'ter	spĕe'ter
fī'ber	ō'cher	sŏm'ber	eāl'i ber
mĕ'ter	ŭm'ber	mĕg'ger	thĕ'a ter
mī'ter	lūs'ter	sĕp'ter	ma neū'ver

Exceptions to the above.

ā'erĕ	ō'grĕ	lū'erĕ	mās'sa erĕ
-------	-------	--------	------------

Niter is also called *saltpeter*. A **fiber** is a thread-like substance. A **miter** is a bishop's head-dress. **Ocher** is a fine clay, commonly yellow; **umber** is a brown ocher. An **ogre** is a monster in fairy tales, and a **specter** is a ghost. **Lucre** signifies gain, profit.

Lesson 176.

WORDS PERTAINING TO TIME.

ĕvĕ	sŏon	ĕv'er	mŏd'ern
āyĕ	dātĕ	āft'er	nŏv'īĕĕ
āĕĕ	lātĕ	nĕv'er	mŏr'rŏw
dāy	yŏrĕ	ĕār'ly	rĕ'çent
now	frĕsh	prī'or	lātĕ'ly
thĕn	yŏŭng	to-dāy'	al'wāys
whĕn	sīnçĕ	ŏld'er	sĕā'sŏn
tīl	whīlĕ	jūn'ior	mŏ'ment
nŏon	a nŏn'	sĕn'ior	fŏrt'nīĕht

Aye, meaning *always*, is pronounced ā; as an affirmative vote, pronounced ī. **Yore** means in long time past.

Lesson 177.

Words ending in *-læ*; in the following *s* is pronounced like *z*.

ad vīſe'	eom priſe'	çir'eum çīſe'
de vīſe'	sur priſe'	af frān'chīſe'
re vīſe'	dis ġpīſe'	eōm'pro miſe'
de miſe'	chas tiſe'	erit'i çīſe'
ex çīſe'	frān'chīſe'	dis frān'chīſe'
ap priſe'	ēx'er çīſe'	en frān'chīſe'
sur miſe'	ēx'or çīſe'	ēn'ter priſe'
pre miſe'	ād ver tiſe'	sū per vīſe'
de spīſe'	cāt'e eχīſe'	mēr'chan diſe'

The above, chiefly verbs, are the principal words in the English language ending in *læ*; in *çīſe'*, to cut in, might be added. **Exercise**, to set in action, is pronounced nearly like **exorcise**, to cast out spirits, although in the latter the *o* is sounded slightly.

Lesson 178.

Fill the blanks below, and form the other words into sentences.

bōwł, <i>a concave vessel.</i>	mōāt, <i>a ditch; a trench.</i>
bōł, <i>pod of a plant.</i>	mōtę, <i>a small particle.</i>
bōłę, <i>body of a tree.</i>	ōār, <i>a long paddle.</i>
ġrōān, <i>a moaning sound.</i>	ō'ēr, <i>contraction of over.</i>
ġrōwn, <i>increased.</i>	ōrę, <i>unrefined metal.</i>
hōłę, <i>a hollow place.</i>	pōłę, <i>a rod; a long stick.</i>
whōłę, <i>all; entire.</i>	pōł, <i>the head.</i>

nō, kñōw.—*Did you — him? —, I did not.*
 pōār, pōrę.—*The sweat did — from every —.*

Lesson 179.

COMMON ABBREVIATIONS.

Ēast,	<i>E.</i>	Lāst mōnth,	<i>Ult.</i>
Wĕst,	<i>W.</i>	This mōnth,	<i>Inst.</i>
Nōrth,	<i>N.</i>	Nĕxt mōnth,	<i>Prox.</i>
South,	<i>S.</i>	Ex ām'plĕ,	<i>Ex.</i>
Nūm'ber,	<i>No.</i>	Mān'ū scrip't,	<i>MS.</i>
Ān'swer,	<i>Ans.</i>	Āft'er nōn,	<i>P. M.</i>
Coun'ty,	<i>Co.</i>	Ĝōv'ern or,	<i>Gov.</i>
Fōrĕ'nōn,	<i>A. M.</i>	Ĝĕn'tlĕ men,	<i>Messrs</i>
Vōl'ūmĕ,	<i>Vol.</i>	Hōn'or a blĕ,	<i>Hon.</i>
Rāil'rōāđ,	<i>R. R.</i>	Pro fĕss'or,	<i>Prof.</i>
Pōst'scrip't,	<i>P. S.</i>	Pōst Of'fīĕ,	<i>P. O.</i>
Mount'āin,	<i>Mt.</i>	Tākĕ nō'tīĕ,	<i>N. B.</i>

Lesson 180.

Fill the blanks below, and compose other sentences.

mūĕ, *to meditate.*

mewĕ, *an inclosure.*

slūĕ, *to turn aside.*

slew, *did slay; killed.*

flūĕ, *passage for smoke.*

flew, *did fly.*

hūĕ, *color; tint.*

hew, *to cut; to chop.*

Hūĕĕ, *a man's name.*

yew, *an evergreen tree.*

ewĕ, *a female sheep.*

yōu, *person spoken to.*

blew, blūĕ.—*The wind — gently over the dark*

— sea. *The color of the clear sky is —.*

dūĕ, dew.—*The note is —. The — is falling.*

Lesson 181.

Words spelled alike, but pronounced differently.

<i>Ä'gust, eighth month.</i>	<i>gäl'lant, brave.</i>
<i>ä' güst', grand; awful.</i>	<i>gal länt', a beau.</i>
<i>eöm'päet, an agreement.</i>	<i>im'press, mark; stamp.</i>
<i>eom päet', firm; solid.</i>	<i>im prëss', to stamp.</i>
<i>eön'sört, a companion.</i>	<i>mîn'ute (-it), 60 seconds.</i>
<i>eon sört', to associate.</i>	<i>mî nütë', very small.</i>
<i>eön'viet, a criminal.</i>	<i>pröd'üçë, that yielded.</i>
<i>eon viet', to prove guilty.</i>	<i>pro düçë', to bring forth.</i>

rebel.—*A — is one who —s. frequent.—His visits were —. To — is to visit often.*

Lesson 182.

The following words, similar to the above, are *nouns* when accented on the first syllable, and *verbs* when accented on the last. Let the pupils place the proper accent and marks upon them in both relations, and define them.

af fix	eon test	eon sole	pro jeet
ae çent	eon trast	ex port	pro test
eom press	eon vert	fer ment	sub jeet
eon çert	eon verse	im port	ree ord
eon duet	des ert	in çense	sur vey
eon fliet	di çest	ob jeet	tor ment

An *affix* is a syllable joined to the end of a word; to *affix* means to join at the end. *Incense* is the odor of spices and gums burned in religious rites; to *incense* is to enrage.

Lesson 183.

The **su** and **si** in these words are sounded like **zh**.

vīš'ion	dī vīš'ion	ex-elū'sion
měās'ūrē	de ċīš'ion	ex-plō'sion
trěās'ūrē	ad hē'sion	eol-līš'ion
plěās'ūrē	de lū'sion	eom-pōs'ūrē
ūš'ū al	in vā'sion	in-elōs'ūrē
ū'sū ry	eon-elū'sion	dis-elōs'ūrē

The books which help you most are those which make you think most. The hardest way of learning is by easy reading; but a great book that comes from a great thinker,—it is a ship of thought, deep freighted with truth and with beauty.

Lesson 184.

Fill the blanks below with the proper words.

dām, <i>to stop the flow.</i>	lāx, <i>loose.</i>
dāmp, <i>to condemn.</i>	lāps, <i>plural of lap.</i>
drām, <i>a drink of liquor.</i>	lāpsē, <i>to fall.</i>
drāčm, <i>60 grains.</i>	rāčk, <i>to stretch.</i>
jām, <i>a conserve of fruit.</i>	ŵrāčk, <i>a sea-plant.</i>
jāmβ, <i>part of a chimney.</i>	rāp, <i>to strike.</i>
lāčks, <i>wants; needs.</i>	ŵrāp, <i>to fold together.</i>

tō, tōō, tŵō.—*He was* ——— *late* ——— *see the apple*
cut in ———. ——— *be, or not* ——— *be.*

To is pronounced tō when emphasized, or standing alone, but tōō when not emphatic. **Too** and **two** have always the long sound.

Lesson 185.

Words derived from the Greek, having the sound of *i* in the first syllable, are generally spelled with a *y*.

tŷp'ie	sŷm'pa thy	tŷr'an ny
çŷn'ie	sŷl'la blø	sŷm'me try
phŷs'ies	pŷr'a mīd	hŷs tēr'ie
hŷm'nal	sŷn'o nŷm	çŷl'in der
sŷr'ingø	syn øp'sis	mŷs'te ry
hŷ'men	dŷ'nas ty	dŷ nām'ie
hŷ'drā	hŷ'dro ġen	hŷ'a çinth

Type means of the nature of a *type*; **cynic**, having the qualities of a surly dog; a **hymnal** is a book of hymns; and **physica** is the science of nature.

Lesson 186.

WORDS PERTAINING TO DISEASE, MEDICINES, ETC.

ilŷ	seärŷ	sprāŷn	ilŷ'ness	pow'ders
stŷ	pāŷnŷ	høalth	mør'bid	āb'sçøss
wøn	pillŷ	føl'on	un wëlŷ'	plās'ter
sørø	wøund	fø'ver	tŷ'phus	diŷ øæŷø'
bānø	boilŷ	vī'rus	at tæk'	āŷl'ment
ġout	späŷms	tū'mor	in fēet'	ea tärŷh'
fits	ā'ġūø	vøn'om	pŷst'ülø	høäd'æøøø
drŷġ	sāŷvø	pal'sy	drøp'sy	pøŷl'tiçø
eöld	quäck	ül'çer	poi'søn	tŷ'phoid

Which words in the above are the names of *diseases*? Which indicate *outward applications*? Which refer to *effects of injuries*?

Lesson 187.

Note carefully the spelling of these words.

pūr	gŷārd	vās'sal	pōs tīl'ion
pērt	lōdġe	tās'sel	dōl'or ōūs
vŷew	mērgē	vīr'gin	sōv'er ēign
surē	swēxt	tūr'gid	ām a tēur'
shōē	tīġht	mŷr'tlē	prōs'e lŷtē
lewd	truēē	sēr'aph	sēp'a rātē
knōb	gŷīdē	pāl'aēē	sē'ere cy
jōwł	wrōng	mōn'ġer	ēē'sta sy
ēārl	cōrps	sēn'atē	ōs'cil lātē
sign	tēmpť	tōw'ard	be ġin'ning

Lesson 188.

bēł, <i>a sounding vessel.</i>	sēn'sor, <i>a kind of nerve.</i>
bēłē, <i>a fine lady.</i>	ġēns'er, <i>vase for incense.</i>
brēād, <i>a kind of food.</i>	ġēn'sor, <i>a harsh critic.</i>
brēd, <i>trained.</i>	ġŷēst, <i>a visitor.</i>
ġēł, <i>a small room.</i>	ġŷēssēd, <i>did guess.</i>
sēł, <i>to dispose of.</i>	ġēł'lar, <i>an under-room.</i>
ġēnt, <i>a small coin.</i>	sēł'er, <i>one who sells.</i>
sēnt, <i>a perfume.</i>	rēst, <i>to repose.</i>
sēnt, <i>did send.</i>	wrēst, <i>to take by force.</i>
sērf, <i>a slave.</i>	sērgē, <i>a twilled stuff.</i>
sūrf, <i>broken waves.</i>	sūrgē, <i>a large wave.</i>

lēd, lēād.—He — him astray. — is a metal.

rēd, rēād.—He — the book. — is a color.

Lesson 189.

Words liable to be misspelled.

phāse	sā'tyr	çīr'euit	sēi āt'ie
rōgūe	sīb'yl	eūr'tain	ād'di blø
saŋce	çy'ing	jēøp'ard	stū'pe fy
thral	viç'il	mōr'tisø	vit'ri fy
sōrce	tēn'or	fōr'feit	vit're øūs
slūçe	tāl'on	eōl'legø	dōm'i çilø
wriðe	rāb'id	psal'ter	sū per sēde'
hēight	lī'bel	jōūr'nēy	vāç'il lātø
plight	hū'mor	sūr'feit	fās'çi nātø
plēdçe	mam mā'	gāl'lōws	eōl on nādø
hēarse	rēv'el	jēal'øūs	be lēa'gūer

Lesson 190.

COMMERCIAL TERMS AND ABBREVIATIONS

to, or āt,	a or @	hūn'dred-wēight,	cwt.
bār'el,	Bbl.	dīt'to (the same),	Do.
dēbt'or,	Dr.	re çēivəd',	rec'd.
bāl'angø,	bal.	pāy'ment,	pay't.
eōm'pa ny,	Co.	pēn'ny wēight,	pwt.
a mount',	amt.	in'ter est,	int.
ae eount',	acct.	dīs'eount,	dis.
cāsh (or eol lēet')		mēr'chan diçe,	mdse.
ōn de līv'er y,	C.O.D.	erēd'it or,	Cr.

Do not wait for extraordinary opportunities for great actions, but make use of common situations.

Lesson 191.

Words which require care in spelling.

vāgʊʃ	ō'dor	chāp'el	sāt'el litʃ
gōjrd	pa pā'	trīp'lē	flāg'ēo lēt
swōrd	ār'id	hēf'er	wōol'li nessʃ
vērgē	lil'y	prīm'er	sīb'yl līnʃ
pūrge	eōp'y	nīek'el	sāe'eja rīnʃ
būild	du ēt'	pīg'ēon	rēn'dez vōʊʃ
wrāth	sāl'ad	elām'or	hēm'or rhagē
wrōth	tēn'on	wē'vīl	erys'tal līnʃ
pshaw	la pēl'	ero chet'	sōph'o mōrʃ
psālm	ēī'der	eōn'dxit	sāe'ri legē

It is better to know much of a few things than a little of many things.

Lesson 192.

WORDS REFERRING TO SHAPE OR FORM.

bōw	ārch	thīck	ō'val	lēngth
bēnt	slīm	erōok	ē'ven	sphēre
lōng	lūmp	point	tā'per	brēadth
wīde	shōrt	būlgē	e rēet'	nār'rōw
lēn	stout	round	lēv'el	eōn'vex
tall	brōad	slānt	būlk'y	eōn'eāvē

A ball or sphere is ——. When an object is hollow and curved, we say it is ——; when it is rising or swelling into rounded form, we say it is ——; when shaped like an egg, it is ——.

GENERAL REVIEW OF PART II.

Lesson 193.

Repeat the rule given in Lesson 150.

blëss	drīlʸ	stālʸ	hūff
bräss	dwēlʸ	quēlʸ	mīff
chëss	frīlʸ	quīlʸ	mūff
glöss	knēlʸ	seūlʸ	rūff
eröss	knōlʸ	thrīlʸ	müss

Lesson 194.

Repeat the rule given in Lesson 151.

īnʸ'ing	a bū'tal	ab hōr'rençə
knīt'ting	ae quīt'tal	re mīt'tançə
slēd'ding	es tōp'pel	oe eūr'rençə
spīn'ning	pro pēl'ler	ad mīt'tançə
whīp'ping	eon trōl'ler	re bēl'ʸiøūs

Lesson 195.

Repeat the rule given in Lesson 153.

ēd'it or	eăn'on īzə	hīn'der ançə
āʸ'di tor	eăn non ādə'	dīf'fer ençə
eūs'tom er	ôr'phan ağə	sūf'fer ançə
līsʸ'en er	mēs'mer īsm	eōn'fer ençə
rēf er ēə'	eōm'bat ant	tēm'per ançə

*REVIEW. (Continued.)***Lesson 196.**

Repeat the rules given in Lesson 155.

ös'trich eş	skîr'mish eş	ădz'eş
sănd'wich eş	văr'nish eş	chîntz'eş
dis pătch'eş	păr'a dōx eş	ear'easş eş
blēm'ish eş	eru'çi fix eş	măt'tress eş

Repeat the rules given in Lesson 161.

bŭ'ffa lōşş	măn i fēs'tōşş	nŭn'ci ōş
vī rā'gōşş	dēs per ā'dōşş	stī lēt'tōş
vol eā'nōşş	se rāgl'iōş	pal mēt'tōş
mos quī'tōşş	vīr tu ō'sōş	pōrt fōl'iōş

Lesson 197.

Repeat the rule given in Lesson 165.

joys	de eoys'	re lāys'	sŭr'veys
gŭys	af frāys'	de lāys'	nōşş'gāys
drāys	dis plāys'	al loys'	hōl'i dāys
buoys	Sē'poyş	eōn'voyş	eōr'du roys

Repeat the rule given in Lesson 163.

gŭ'lo gŭies	çēm'e tēr ies	de fī'cien çies
pōl'i çies	sēm'i na rŭies	aŭx il'ia rŭies
gāl'ler ies	dis tīl'er ies	ne çēs'si tŭies
eāl'um nŭies	hos tīl'i tŭies	de līn'quen çŭies

REVIEW. (Continued.)

Lesson 198.

Repeat the rule given in Lesson 167.

kiss'ing	ōdđ'i ty	as sēss'a blø ·
pāss'ing	drōl'er y	sue çēss'ful ly
seōff'ing	nūl'li fȳ	pro fēss'ed ly
sniff'ing	elās'si fȳ	gūl li bīl'i ty
dwēl'ing	dis mīss'al	er rō'ne øūs
quēl'ing	trēs'pass er	eon grēs'sion al
small'ness	trans grēs's'or	em bār'rass ment
blūff'ness	en fēōff'ment	dis til lā'tion
tīl'agē	im prēs's'ment	in stal lā'tion
ōff'spring	in thrall'ment	īn stil lā'tion

Lesson 199.

Repeat the rule given in Lesson 169.

træċ	ræċ'et	çha öt'ie
chëċ	wrëċ'agē	çhöl'er ie
eliċ	knüċ'lē	ee çēn'trie
knöċ	eöl'ieċ y	em phāt'ie
trüċ	gār'lieċ y	ē niġ māt'ie
eäċk'lē	phthiis'ieċ y	ēn er ġēt'ie
eöċk'lē	häv'oċk ing	ee elē si ās'tie
chüċk'lē	biv'ouäċked	en thū si äst'ie

Exceptions to the Rule.

rän'sæċ	būl'oċk	eās'soċk	päd'doċk
---------	---------	----------	----------

*REVIEW. (Continued.)***Lesson 200.**

Repeat the rule given in Lesson 171.

īm'ágē ry	blithē'sómē	eom plētē'ness
en tīrē'ty	a bātē'ment	sō'cia blē ness
se vērē'ly	al lūrē'ment	sēp'a ratē ly
ād'vērsē ly	be gūilē'ment	de qī'sīvē ly
a eūtē'ness	be rēāvē'ment	en eþūr'agē ment
e lōpē'ment	in dōrsē'ment	aġ grān'dizē ment
ef fācē'ment	chās'tisē ment	ad vēr'tisē ment

Exceptions to the Rule.

dū'ly tru'ly in flam mā'tion æ knōw'l'edġ ment

Lesson 201.

Repeat the rule given in Lesson 173.

e rās'ūrē	de šīr'øūs	aġ grīxēv'ançē
ex pōs'ūrē	es pouš'al	ad vī'so ry
dēf'i nītē	ex trēm'ist	īn'sti ġā tor
eom pōs'ītē	be līxē'ing	tēl e seōp'ie
de qēiv'ing	eo ēr'cion	qīv'il iz ing
en ġāġ'ing	eom mēr'cial	sūb'si dīz ing
in erēs'ing	eon nīv'ançē	sŷm'pa thīz ing

Exceptions to the Rule.

out rā'ġēøūs sērv'icē a blē ād van tā'ġēøūs

REVIEW. (Continued.)

Words illustrating the foregoing rules.

Lesson 202.

tiff	bär'xéd	bräğ'gart	prös'per øūs
raff	bēğ'ğéd	drüğ'gist	răn'eor øūs
gall	bit'tən	ex çel'ling	seăn'dal izə
skill	bīd'dən	de tēr'ring	eön'su latə
seröl	in'ner	for bīd'ding	in'fer ençə
trill	sīn'ner	fēr'ret ing	māğ'net ism
grill	jōb'ber	ğām'bol ing	vāp'or izə
erēs	shūt'ter	eöl'lar ing	sīg'nal izə
flōs	slip'per	rēğ'søn ing	pēr'søn ağə
gnēiss	drüm'mer	ën'ter ing	pāt'ron ağə

Lesson 203.

bōss'es	sāl'vōs	frāys	rāil'ler řes
elāss'es	frēs'eōs	stāys	rñāp'so dřes
bēğch'es	mān'gōs	eār'boys	prōph'e çřes
brēğch'es	mōt'tōs	bēl'frīes	shrüb'ber řes
wrētch'es	eām'e ōs	bēğū'třes	trēs'ūr řes
pār'ish es	stū'di øūs	chār'i třes	in'dus trřes
fløūr'ish es	pōr'ti eōs	co quēt'řes	jēal'øūs řes
in'dex es	ēm'bry ōs	dī'a řes	fāl'la çřes
vōr'tex es	al bī'nōs	dỹ'nas třes	fān'ta sřes
tō'paz es	ea si'nōs	lūx'ū řes	fāc'ul třes

REVIEW. (Continued.)

Words illustrating the foregoing rules.

Lesson 204.

snũf'flø	ad di'tion	erăċk'lø
směl'ing	re mĩs'sion	bĕċk'øŋ
prĕss'ũrø	pro ġrĕss'ivø	bũċk'ler
re bũff'ing	pos sĕss'ivø	quĩċk'ĕŋ
ap pall'ing	fal lă'ciøũs	brăċk'ish
ad drĕss'ing	doġ măt'ie	e lăs'tie
chĩl'i ness	eoș mĕt'ie	el lip'tie
möss'i ness	ġĩ ġăn'tie	ee stăt'ie
măs'sivø ness	in trĩn'sie	ăx thĕn'tie
ġlöss'i ness	băr băr'ie	pro phĕt'ie

Lesson 205.

ob tũsø'ness	lĕi'surø ly	döm'i ċilø
ob seũrø'ness	sĕnsø'less ly	fals'i ty
ab strusø'ness	shāmø'ful ly	vĕr'si fȳ
noi'sômø'ness	likø'li hōød	vĕnt'ũr øũs
eărø'less ness	im prøvø'ment	vĩrt'ũ øũs
løvø'li ness	ob sĕrv'ançø	in quĩr'y
ăe'eu ratø ly	pur sũ'ançø	ef fũ'sivø
ăd'e quătø ly	eom păr'a tivø	trans lăt'or
öb'sti natø ly	eom păr'i son	blas phĕm'ing
of fĕn'sivø ly	eöm pe ti'tion	sup pøs'a blø

PART III.—ETYMOLOGY.

In this department will be found an explanation of many of the prefixes and suffixes employed in word-building, interspersed, as in the previous lessons, with language-lessons of various kinds.

Lesson 206.

PRIMITIVE AND DERIVATIVE WORDS.

Primitive words are those which are not derived from any other word in the language. The following are primitive words of the Anglo-Saxon or Middle English period (A. D. 1200-1500).

ask	rōt	dōtē	bākē	elōth
eōo	wōo	fōlk	rēap	hēārth
mīx	kīn	līsp	sōot	shrewd
nīp	ōwn	pāth	drēam	frīht
gūm	rīd	spīt	frēak	thrēad

Derivative words formed from the above.

askēd	sōot'y	dō'tagē	drēam'less
wōōed	gūm'my	elōth'ing	frēak'ish
mīxed	kīn'ship	rīd'dancē	shrewd'ness
nīppēd	ōwn'er	fōlk'-lōrē	thrēad'bārē
bākēd	rōt'tēn	pāth'wāy	frīht'ful

In a language like ours, where so many words are derived from other languages, there are few modes of instruction more profitable than that of accustoming young people to seek for the etymology or primary meaning of the words they use.

Lesson 207.

Compound words are formed by uniting two simple words.

out'set	lānd'lōrd	dōoms'dāy	kēy'-stōnē
hēad'lōng	chār'eōal	nīght'fal	dȳē'-stūff
ōat'mēal	mēan'tīmē	hāil'stōnē	wēll'-mēant
nōon'dāy	tōoth'-āehē	quīek'sānd	watçh'-wōrd
wa'ter-fal	lēt'ter-bōx	pōst'al-cārd	
pow'der-flāsk	thūn'der-bōlt	mūsk'-mēl on	
eōp'y-bōōk	hānd'ker چیف	eāmp'-mēet ing	
hōn'ēy-eōmē	sehoōl'-mās ter	spēll'ing-bōōk	

Lesson 208.

bīn, <i>a box for grain.</i>	kīl, <i>to put to death.</i>
been, <i>past particip. of be.</i>	kīlā, <i>an oven for drying.</i>
çit, <i>a citizen.</i>	līmē, <i>a branch; member.</i>
sīt, <i>to rest on a seat.</i>	līmā, <i>to draw or paint.</i>
gīlt, <i>overlaid with gold.</i>	mīst, <i>fog; fine rain.</i>
gūilt, <i>crime; offense.</i>	mīssēd, <i>past par. of miss.</i>
hīm, <i>objective case of he.</i>	nīt, <i>egg of an insect.</i>
hȳmā, <i>a sacred song.</i>	knīt, <i>to unite closely.</i>

īn, īnā. — *He lodged at night — the public —.*
 rīng, wīring. — *We — a bell, but we — clothes*
to force out water. A — is a circle.

Set, sit.—We say the sun has **set**, but human beings **sit**. A hen does not **set**—she **sits**; but we **set** a hen when we cause her to **sit** upon eggs.

Lesson 209.

SUFFIXES.

A **suffix** is a letter or syllable added to the end of a word. In the following words **-er** and **-or** are suffixes, and signify *one who*; as **caller**, *one who calls*. In some words the suffixes **-ar** and **-ant** have the same meaning, as given below. From the words in the last column require the pupil to form words similar to those in the first three columns.

dīg'ger	ăet'or	lī'ar	drīvø
eal'er	săil'or	bēg'gar	əd'it
wōrk'er	ere ā'tor	sērv'ant	as sīst'

The suffix **-er** also indicates the comparative degree of adjectives, and **-est** the superlative. Let the pupil compare in the same way the words in the last column.

strāngø	strān'ger	strān'gest	grāvø
blăck	blăck'er	blăck'est	falsø
chēxp	chēxp'er	chēxp'est	scârçø

Lesson 210.

TRADES AND OCCUPATIONS ENDING IN -ER.

pāv'er	drōv'er	plānt'er	gār'døn er
bāk'er	eōp'er	pāint'er	eār'pen ter
pōr'ter	bānk'er	prīnt'er	plās'ter er
grō'ger	fārm'er	butch'er	en grāv'er
eārt'er	wēxv'er	tēach'er	fār'ri er

Paver is also written pāv'ier and pāv'ior. A **porter** is a door-keeper; also a carrier. **Porter** is also a malt liquor.

Lesson 211.

Adjectives ending in *y* generally form the comparatives and superlatives by changing the *y* into *i*, and adding *-er* and *-est*. Write the comparatives of the words in the last column.

hō'ly	hō'li er	hō'li est	měr'ry
ũġ'ly	ũġ'li er	ũġ'li est	eòmġ'ly
sil'ly	sil'li er	sil'li est	rěǵd'y

Words of more than two syllables are compared by prefixing *more* and *most*. Compare the words below, and fill blanks.

těr'ri blġ	ěx'ġel lent	wòn'der fŭl
bġǵũ'ti fŭl	ġlō'ri ŷūs	taġk'a tŭvġ

A circle is — beautiful than a square. She was the — excellent scholar of the two. He was the — talkative boy in school.

Lesson 212.

maġġ, a wooden hammer.	ay'ġer, tool for boring.
maġġ, to beat and bruise.	ay'ġur, to foretell.
haġġ, a large room.	al'tar, place for sacrifice.
haġġ, to pull or draw.	al'ter, to change; to vary.
ayġġt, any thing.	quarts, plural of quart.
ôġġt, should; is fit.	quartz, a mineral; silġ.

aiġ, ayġl. — shoemakers use an —.

baġġ, bayġl.—The earth is a —. To — is to cry aloud. A dancing-party is called a —.

Lesson 213.

The suffixes **-er** and **-or** denote the doer, and **-ee** the receiver.

pāy'er	pāy ēē'	lēg a tôr'	lēg a tēē'
dō'nor	do nēē'	as sīgn ôr'	as sīgn ēē'
lē'sor	lē sēē'	prōm'is ôr	prōm is ēē'
dray'w'er	drayw' ēē'	nōm'i nôr	nōm i nēē'
grānt'or	grānt ēē'	gūār'an tôr	gūār an tēē'

The **drawer** of an order or bill of exchange is the one who makes or draws it; the **drawee** the one on whom it is drawn. The **lessor** is the one who gives a lease; the **lessee** the one to whom it is given. The **legator** is one who bequeaths a legacy; the **legatee** receives it. **Conferree** is spelled with two r's.

Lesson 214.

NAMES OF VARIOUS KINDS OF TOOLS.

ăx	filē	knīfē	hām'mer	māl'let
hōē	rāsp	lāthē	shōv'el	trow'el
bīt	spādē	brūsh	chīs'el	pīck'ăx
saw	plānē	shēars	sīck'lē	erōw'-bār
ădz	flā'īl	slēdgē	grāv'er	rām'mer
pīck	wēdgē	squārē	măt'toek	elēāv'er
rākē	gougē	gīm'let	fôr'ceps	hă'ch'et

The seven principal hand-tools of civilized man are said to be the **ax**, **saw**, **plane**, **hammer**, **square**, **chisel**, and **file**.

Ye who long for work of nobler mold,
Oh, learn how common things may aid;
Whoever digs for diamonds or gold
Must needs use first—an iron spade.

Lesson 215.

The suffix **-en** means *to make*; as **harden**, *to make hard*.

hård'én	shärp'én	swēét'én	whīt'én
sīk'én	bright'én	bläck'én	släck'én
dēd'én	shört'én	chēap'én	lōös'én

The suffix **-en** also means *made of*; as **wooden**, *made of wood*.

wōd'én	lēd'én	ēarth'én	hēmp'én
wōol'én	āsh'én	bīrch'én	ōgt'én
bēgch'én	ōak'én	sīlk'én	whēat'én

We **deaden** the motion of a ship, and the speed **slackens**.
Loosen and **unloosen** mean the same; the latter is unnecessary.

Lesson 216.

âĭr, <i>the atmosphere.</i>	hâĕr, <i>an animal.</i>
êĕr, <i>contraction of ever.</i>	hâĭr, <i>of the head.</i>
êĕr, <i>before; sooner than.</i>	wêĕr, <i>to consume by use.</i>
hêĭr, <i>one who inherits.</i>	wâĕr, <i>goods; mdse.</i>
bâĕr, <i>naked; empty.</i>	stâĭr, <i>a step of a series.</i>
bêĕr, <i>animal; to carry.</i>	stâĕr, <i>to look earnestly.</i>
fâĭr, <i>clear; handsome.</i>	tâĕr, <i>an allowance.</i>
fâĕr, <i>to travel; food.</i>	têĕr, <i>to rend; lacerate.</i>
ĝlâĭr, <i>white of an egg.</i>	thêĭr, <i>belonging to them.</i>
ĝlâĕr, <i>dazzling light.</i>	thêĕr, <i>in that place.</i>

pâĕr, pêĕr, pâĭr.—*He wanted to — the luscious
Seckel — for the newly married —.*

Lesson 217.

The suffix **-less** means *without*, as **hopeless**, *without hope*; **-ful** signifies *full of*, as **fearful**, *full of fear*; **-ly** means *like*, as **friendly**, *like a friend*; and **-ness**, *state or condition*, as **greenness**, *state of being green*. Define the words below as shown above.

trăċk'less	skill'ful	măn'ly	sôft'ness
hômċ'less	ġrăċġ'ful	prînce'ly	swċġt'ness
house'less	spîte'ful	prîest'ly	bright'ness

The suffix **-ly** is also a termination of adverbs signifying *manner*, and **-some** in certain adjectives indicates *a considerable degree*. The suffix **-y** denotes possession, as *mighty*, possessing might.

quġck'ly	ġlăd'sômġ	nċġd'y	hômġ'ward
brisk'ly	wîn'sômġ	rôck'y	sċġ'ward
elġan'ly	whôlġ'sômġ	hċġrt'y	out'ward

Lesson 218.

Fill out the blanks below from the synonyms in this lesson.

păġn	dis trċss'	ăġ'ġuish	tôrt'ūrġ
părt	pôr'tion	frăġ'tion	sċġ'tion
păy	re wărd'	wă'ġġġ	stî'pend
ġăġn	môn'ġġ	rġġh'ġġ	măm'mon
zċġl	ăr'dor	fċġr'vor	fċġl'ing
zċġst	rċġl'ish	flă'vor	să'vor

We should be careful to — our debts. She received a — of merit. The workmen earned their —. The minister labored for a settled —.

Lesson 219.

The suffix **-ment** denotes condition, state, or act. It is a termination of nouns, formed often from verbs.

re tîr'ment	är'gu ment	ae quîr'ment
a bäs'ment	eon fin'ment	ar rāng'ment
re frēsh'ment	ecom mēnc'ment	ap point'ment

The suffix **-ance** means *state of being, or act of.*

de fî'ancē	as sîst'ancē	for beâr'ancē
al li'ancē	an noy'ancē	re mōn'strancē
eon trîv'ancē	at tēnd'ancē	ae quānt'ancē

Though Conversation, in its better part
May be esteemed a gift, and not an art;
Yet much depends, as in the tiller's toil,
On culture, and the sowing of the soil.

Lesson 220.**WORDS PERTAINING TO STREAMS AND BODIES OF WATER.**

bär	pōnd	shōæl	strāît	răp'idŝ
bāy	pōol	brōök	strēām	dēl'ūgē
rūn	lākē	swāmp	brānch	eūr'rent
gūlf	wāvē	sound	rîv'er	chān'nel
eōvø	rîll	bānks	în'let	eas eādē'
fōrd	tîdē	shōrē	bāy'øu	shāl'lōwŝ

The **stream** was not an inlet from the **ocean**, nor a **bayou** from the **lake**, but a running **brook**. The **Banks** of Newfoundland are **shoals** or **shallows** in the **sea**, and are covered with water. The **current** in the **channel** is generally rapid. A *mere* is a **lake**.

Lesson 221.

The suffixes **-et, -let, -ling, -ule, and -ette** mean *little*.

īș'let	gōș'ling	çel'lulê	çig a rêtçê'
ēș'glet	dūçk'ling	glōb'ulê	stāt ū êtçê'
çir'elet	lōrd'ling	sphēr'ulê	nōv el êtçê'

The suffixes **-dom, -hood, -ship, and -age** mean *state of being*.

frēș'dòm	boy'hōōd	lōrd'ship	bōnd'agê
kīng'dòm	gīrl'hōōd	hārd'ship	pēș'r'agê
ēșrl'dòm	mān'hōōd	elērk'ship	ecoin'agê

The suffix **-ish** means *like, of, or pertaining to*, and quality in a small degree; **-ess** indicates the feminine gender of some nouns.

thiēv'ish	Dān'ish	swēșt'ish	gōd'dess
elown'ish	Rōm'ish	rēd'dish	ēm'press
fīēnd'ish	Seōt'tish	grāy'ish	ăet'ress

Lesson 222.

wāīt, <i>to stay; to rest.</i>	plāīn, <i>without ornament.</i>
wēīght, <i>heaviness; load.</i>	plāņē, <i>level; flat; even.</i>
gāģē, <i>a pledge or pawn.</i>	plāīt, <i>a fold; a braid.</i>
gāūģē, <i>to measure.</i>	plātē, <i>flattened metal.</i>
wāy, <i>course; direction.</i>	nāvē, <i>body of a church.</i>
wēīgh, <i>to take the weight.</i>	knāvē, <i>a rogue; villain.</i>

rāīn, reīn, reīgn.—The — fell in torrents. He broke the — of his bridle. Queen Victoria's — has extended over fifty years.

Lesson 223.

The suffixes **-able** and **-ible** mean *able to be*, or *fit to be*.

eūr'a blø	ād'mi ra blø	dī vīs' i blø
lōs'a blø	mēm'o ra blø	re dū'çi blø
nām'a blø	tōl'er a blø	dī gēst'i blø

The suffix **-ion** means *the act of*, or *state of being*.

eon nēe'tion	eon vūl'sion	ēd ū eā'tion
in vēn'tion	eon fū'sion	prōs e eū'tion
in strūe'tion	dif fū'sion	ēs ti mā'tion

Education is from Latin *e*, out, and *ducere*, to lead; hence to **educate** is to lead or draw out, and the process implies more the **training** of the mind than the communication of knowledge.

Lesson 224.**WORDS PERTAINING TO THE AIR.**

eāxm	whiff	brēzø	tor nā'do
gūst	blāst	zēph'yr	trādø'-wind
gālø	stōrm	gŷ'elōnø	whīrl'wind
wīnd	squāl	tēm'pest	hūr'ri eānø
blōw	brēath	bliz'zard	āt'mos phērø

Fair laughs the morn, and soft the — blows.

A **gale** is a wind between a stiff breeze and a tempest. A **zephyr** is the west wind, but is applied to any soft, mild, gentle breeze. A **gust** is a fierce **blast**; a **blizzard** a sudden, violent **snow-storm**; and a **cyclone** a powerful **whirlwind**.

Lesson 225.

The suffix *-ous* means *full of*, or *given to*; as *furious*, *full of fury*: *-ive* means *able to*, or *having power to*: *-lo* means *of*, or *pertaining to*, or *tending to*; as *tyrannic*, *pertaining to a tyrant*.

fū'ri ōūs	pro tēet'ivē	des pōt'ie
vēn'om ōūs	suġ ġest'ivē	dra māt'ie
poi'son ōūs	op prēss'ivē	he rō'ie

The suffixes of the words in the first and third columns mean *pertaining to*, and their meaning may be found by prefixing *pertaining to* to the words of the second and fourth columns; as *maniac*, *pertaining to madness*.

mā'ni āc	mād'ness	līt'er a ry	lēt'ters
mū'sie al	mū'sie	in'fan tīlē	in'fant
fēm'i nīnē	fē'mālē	pīs'ea to ry	fīsh'es
pōp'ū lar	pēō'plē	hȳ me nē'an	mār'riāġē

Lesson 226.

SYNONYMS.

fēat	ēx'ploit	āet	a chȳēvē'ment
fīġht	bāt'tlē	frāy	en ġāġē'ment
fēūd	quar'rel	broil	con tēn'tion
flāt	vāp'id	stālē	in sīp'id
foil	bāf'flē	balk	dīs ap point'
fōod	dī'et	fāre	āl'i ment
frānk	ō'pēn	frēē	ūn re sērvēd'

A *feat* is a deed well done; an *exploit* is a heroic act; an *act* is simply a *deed*; and an *achievement* a great or heroic deed.

Lesson 227.

The terminations of the following words comprise nearly all the suffixes signifying *one who*, or *one skilled in*, and may be defined as in **artist**, *one skilled in art*; or **trustee**, *one to whom a trust is given*. Note also the pronunciation of **financier**.

ărt'ist	ĕăp'tivĕ	fă'vor ĭtĕ
trus tĕĕ'	slŭġ'ġard	fĭn an ġĭēr'
erĭt'ie	plăĭnt'iff	lăp'i da ry
lăw'yer	ĕon sĭġn'or	hĭs tō'ri an
stŭ'dent	ġĭt'i zen	bĕn e făĕ'tor
văġrant	ăd'vo ĕătĕ	bĭ ōġ'ra pher
tĕġm'ster	bŏt'a nĭst	chăr i ot ĕĕr'

Lesson 228.

Fill the blanks below, and form new sentences.

ŭrn, <i>a vessel; a vase.</i>	suitĕ, <i>a retinue; series.</i>
ĕărn, <i>to gain by labor.</i>	vănĕ, <i>a weather-cock.</i>
vălĕ, <i>a valley; a dell.</i>	văĭn, <i>empty; showy.</i>
veĭl, <i>cover for the face.</i>	veĭn, <i>a blood-vessel.</i>
ĕăst, <i>to throw; to hurl.</i>	ĭ'dlĕ, <i>useless; lazy.</i>
ĕăstĕ, <i>a class of society.</i>	ĭ'dol, <i>image of a god.</i>
stilĕ, <i>steps over a fence.</i>	ĭ'dyl, <i>a pastoral poem.</i>
stĭlĕ, <i>choice of words.</i>	kĕy, <i>that which unlocks.</i>
swĕĕt, <i>agreeable taste.</i>	quay (kĕ), <i>a wharf.</i>

rite, write, right, wright.—*The ship*——, *although unable to read or* ——, *performed the* —— *gracefully, and it was thought quite* ——.

Lesson 229.

WORDS DERIVED FROM THE LATIN.

ǎlp	ǵaǵd	pǎet	děnsø	spikø
dǎb	ǵlüt	stöp	dīǵt	strǎp
eǔp	jilt	tǎet	dīrgø	ǎx'is
pēø	lēns	ûrgø	frönd	dī'al
eōöp	līnt	vôtø	blǎnk	o mīt'
eûrt	mīlŷ	erīsp	provø	pī'eǎ
dīrø	mölt	elǎng	shīrk	vē'to
dūet	nōdø	erēød	sölvø	strīet
fǎet	nūdø	erātø	spënd	chēēsø

A **frond** is a leafy branch. **Spike** is from *spica*, an ear of corn, and means a *sharp point*, a *large nail*, or an *ear of corn*. A **node** is literally a *knot*, a term used in astronomy and other sciences.

Lesson 230.

Require the pupil to ascertain from what root-words in Lesson 229 the following words have been derived.

ǵaǵd'y	nū'di ty	o mīs'sion
ǎl'pīnø	dēn'si ty	pro bā'tion
dǎb'bler	ûr'gen cy	eōöp'er agø
dūe'tilø	nöd'û lar	ǵlüt'tøn øūs
spikø'let	tǎet'û al	strīn'gent ly
erīsp'ness	erēd'i blø	spënd'thrift

According to Lesson 221, what does **spikelet** mean? From Lesson 217, what meaning would you attach to **crispness** and **stringently**? From Lesson 209, what does **dabbler** mean?

Lesson 231.

PREFIXES.

A **prefix** is a letter, syllable, or word set before a word, or combined or united with it at its beginning, to vary its signification. The prefix **in-** signifies *not*, and takes the form of **ig-**, **il-**, **im-**, and **ir-** before certain consonants, as given below.

in äet'ivø	ig nō'blø	im'po tent
in eor rēet'	il lē'gal	im prōp'er
in eom plētø'	im mōr'tal	ir rēg'ū lar

The prefix **in-** also means *within*; and the prefixes **un-** and **non-** mean *not*. As a verbal prefix **un-** expresses a reversal of the action indicated by the simple word. In this sense it appears in the third column.

in'bōrn	un fīt'	un tīø'	nōn'agø
in'brød	un rīpø'	un bār'	nōn'sūīt
in elōøø'	un truøø'	un bōlt'	nōn'sensø

Lesson 232.

WORDS PERTAINING TO LAW.

pløø	elāīm	jū'ry	at tōr'ney
eōdø	eōūrt	elī'ent	chān'øe ry
writ	eəūøø	dī'gest	sub pœ'nà
sūīt	jūđøø	vēr'diet	prōs'e eūtø
dēød	chārgøø	shēr'iff	de fēnd'ant

A **subpœna** is a writ commanding a person to attend in court under a penalty; the second syllable is pronounced *pē*. A **digest** is a body of laws; to *dī gēst'* is to assimilate food; *arrange*.

Lesson 233.

The prefixes **fore-**, **pre-**, **ante-**, and **before-**, are synonymous.

fōrə sēŋ'	pre çēdŋ'	ăn'te rōom
fōrə tēll'	pre jūdŋŋ'	ăn'te dātŋ
fōrə knōw'	pre fiŋ'ūrŋ	be fōrŋ'händ
fōrŋ'mōst	prē or dāin'	be fōrŋ'timŋ

Post-, first column, is English, and refers to the *mail*; in the second column it is Latin, and means *after*. The word **after** carries its own meaning both as a prefix and as a suffix.

pōst'al	pōst'-dātŋ	äft'er mōst
pōst'aŋŋ	pōst'-ēn try	äft'er ward
pōst'märk	pos tē'ri or	hērŋ äft'er
pōst'-ōf fiçŋ	pōst-mōr'tem	thērŋ äft'er

Lesson 234.

wēth'er, <i>a sheep.</i>	mēd'al, <i>a special coin.</i>
wēŋth'er, <i>state of the air.</i>	mēd'dlŋ, <i>to interfere with.</i>
kēr'n'el, <i>part of a nut.</i>	ōt'ter, <i>the water-weasel.</i>
eòlŋ'nel, <i>an army officer.</i>	ōt'tar, <i>oil of roses.</i>
mān'ner, <i>form; fashion.</i>	pēd'al, <i>lever for the foot.</i>
mān'or, <i>a district; estate.</i>	pēd'dlŋ, <i>to carry for sale.</i>
mēt'al, <i>iron, lead, etc.</i>	sũe'eor, <i>help; aid; relief.</i>
mēt'tlŋ, <i>spirit; ardor.</i>	sũŋk'er, <i>a shoot; a fish.</i>

min'er, mī'nor.—*The digger of metals was a —, but his son, being a —, could not vote.*

Lesson 235.

The prefixes **one-** (Eng.), **uni-** (Lat. *unus*, one), and **mono-** (Gr. *monos*, one), have the same meaning.

one'ness (wun-)	ū'ni ty	mōn'o grām
one'-hōrsē	ū'ni fȳ	mōn'o tōnē
one'-ārmēd	ū'ni sōn	mo nōp'o ly
one'-sīd ed	ū'ni fōrm	mo nōt'o nōūs

The prefixes **two-** (Eng.), **twi-** (Anglo-Saxon), **bi-** (Lat. *bis*, twice), and **duo** (Lat.), have the same meaning.

two'fōld	bī'fōrm	dū'al
two'-pēncē	bī'vālvē	dū'plex
twi'ligĥt	bī'çy elē	dū'pli eatē
twīn'-bōrn	bī ēn'ni al	du pliç'i tȳ

Lesson 236.**WORDS FROM THE GREEK.**

bāym	eōāch	āt'om	pō'sy	çē'dar
eōnē	chāyr	ēek'o	eō'mā	bī'son
pōmp	eōpsē	ēp'ie	pō'et	dēv'īl
tōmē	pāstē	lā'ie	pēt'al	ōr'gan
plāçē	lārch	ō'nyx	a bȳss'	āt'las
trōpē	chīmē	ī'ris	eā'lyx	nōm'ad
trout	āl'ōē	pō'em	ān'gel	āg'atē

Point out the *nine* words in the above lesson which refer to trees, plants, and flowers; the *four* which refer to rhetoric and literature; and the *two* that are the names of stones.

Lesson 237.

The prefixes **tre-**, **tri-** (Lat.), and **three-**, are synonymous.

thrê'plÿ	trê'foil	trī'an glø
thrê'föld	trëb'ly	trī'eòl or
thrê'-sīd ed	trīn'i ty	trī ěn'ni al

The prefixes **quad-**, **quar-** (Lat.), and **four-**, are synonymous.

fō'qr'föld	quar'to	quạd'ru ped
fō'qr'seòrø	quar'ter	quạd'ru plø
fō'qr'fööt ed	quạd'ratø	quạd rěn'ni al

Lesson 238.

AMERICANISMS.

OF INDIAN ORIGIN.

mā'izø	ea nøø'	wīg'wam	to bæ'eø
mōōsø	gūä'no	quī'nīnø	o pös'sum
skūnk	rae eōōn'	mōe'ea sin	hōm'i ny

OF SPANISH ORIGIN.

rānch	lās'so	mūs'tang	lār'i at
plä'zä	brōñ'eo	gār rōtø'	bo nän'zä
pla çêr'	erē'ölø	a dô'be	pū eb'lo

OF FRENCH ORIGIN.

būtøø	gō'pher	lëv'eø	quạd rōōn'
eächø	pōrt'agø	ere vässø'	eäl'ū mët
çhutø	prāi'rje	la erössø'	bār'be eūø

Lesson 239.

The prefix **con-** means *with* or *together*; before certain letters it changes to **com-**, **col-**, **co-**, **cog-**, and **cor-**, as below.

eon join'	eom mīx'	eō hērē'	eor rēet'
eon fīrm'	eom pōsē'	eō ērē'	eor rōdē'
eon fōrm'	eom mānd'	eōg'nātē	eōr re lātē'
eon dēnsē'	eom pound'	eōg'nīzē	eōr re spōnd'

The prefix **ad-** signifies *to*, and is changed to **af-**, **al-**, **an-**, **ap-**, **as-**, and **at-**, before certain consonants, as in the following.

ad mīx'	af fīrm'	an nēx'	as sāl'
ad join'	af frīg'it'	an nūl'	as sūrē'
ad jūst'	al lāy'	ap pēnd'	at tēst'
ād'verb	al lōt'	ap pēar'	at tāin'

Lesson 240.**WORDS FROM THE DUTCH LANGUAGE.**

tōp	snāp	elāmp	hoist	a lōof'
bōor	swāb	g̃rowl	g̃rōōvē	bru'in
dēlf	yayl	g̃rūff	splicē	wāg'on
g̃ūlf	dēek	mūmps	stripe	dāp'per
kīnk	rōvē	slōōp	swīch	rūf'flē
mōpē	ō'glē	stōvē	strānd	frōl'ie
rānt	blūff	foist	e lōpē'	brān'dy

Which words in the above show the Dutch to have been a sea-faring people? Which words indicate action? Which one means a peasant? Which sound occurs seven times?

Lesson 241.

The prefixes *half-* (Eng.), *semi-* (Lat.), *hemi-* (Gr.), and *demi-* (Fr.), have the same meaning. The following are illustrations.

<i>hälf'-mōōn</i>	<i>sēm'ī quā ver</i>	<i>hēm'i sphērø</i>
<i>hälf'-prīçø</i>	<i>sēm'ī çīr elø</i>	<i>dēm'i-gōd</i>
<i>hälf'-pēn ny</i>	<i>sēm ī-ān'nu al</i>	<i>dēm'i-bāth</i>

Trans- means *across*, or *beyond*; *circum-*, *around*; and *super-*, *above*, or *over*. All these prefixes are from the Latin.

<i>trans fōrm'</i>	<i>çīr'eum stançø</i>	<i>sū'per fīnø</i>
<i>trans plānt'</i>	<i>çīr eum pō'lar</i>	<i>su pēr'flu øūs</i>
<i>trans ālp'īnø</i>	<i>çīr eūm'fer ençø</i>	<i>su pēr'la tivø</i>

Which word means to plant in a new place? Which means the boundary of a circle? Which means in the highest degree?

Lesson 242.

MEASURES OF VARIOUS KINDS.

<i>tōn</i>	<i>spān</i>	<i>hour</i>	<i>grāīn</i>	<i>sēc'ond</i>
<i>gill</i>	<i>pāçø</i>	<i>wēøk</i>	<i>ouncø</i>	<i>gāl'lon</i>
<i>pīnt</i>	<i>līnκ</i>	<i>rēām</i>	<i>quart</i>	<i>būsh'el</i>
<i>īnch</i>	<i>rōōd</i>	<i>chāīn</i>	<i>mōnth</i>	<i>de grēø'</i>
<i>yārd</i>	<i>yēār</i>	<i>seōrø</i>	<i>dōz'ēn</i>	<i>fāth'om</i>
<i>mīlø</i>	<i>eōrd</i>	<i>grōss</i>	<i>lēgūø</i>	<i>fūr'long</i>
<i>nāīl</i>	<i>pēøk</i>	<i>pērch</i>	<i>eū'bit</i>	<i>seru'plø</i>

Do you covet learning's prize?
 Climb her heights and take it.
 In ourselves our fortune lies;
 Life is what we make it.

Lesson 243.

Pro- means *for*, or *forth*; **re-**, *back*, or *again*; **per-**, *through*; and **e-**, or **ex-**, *out of*. All these prefixes are Latin.

pro pěl'	re äet'	per vädē'	e jëet'
pro löng'	re join'	per târb'	ë'gress
pró'noun	re býild'	per fôrm'	ex hălē'

Dis- (Lat.) means *not*, or *apart*; **a-**, or **ab-**, (Lat.) *from*, *away*; **en-**, (Fr. *en*; Lat. *in*) *to make*, or *put in*; before *p* and *b* it becomes **em-**.

dis ärm'	a void'	en äet'	em bärk'
dis bänd'	a vërt'	en rîch'	em bäl'm'
dis join'	ab sölvē'	en slävē'	em pow'er

Lesson 244.

WORDS SOMETIMES MISUNDERSTOOD OR MISUSED.

bōyrn, <i>a bound, a limit,—</i> <i>not a country.</i>	moi'e ty, <i>the half,—not</i> <i>a small part.</i> [or <i>ill.</i>
ō'ral, <i>spoken, not written.</i>	de mēān', <i>to behave, well</i>
vēr'bal, <i>expressed in</i> <i>words; literal.</i>	tru'eu lent, <i>fierce, wild,</i> <i>savage,—not truckling.</i>
elëv'er, <i>possessing skill.</i>	prëd'i cātē, <i>to affirm,—</i> <i>not to base upon.</i>
al lüdē', <i>to hint at.</i>	al tēr'na tīvē, <i>a choice</i> <i>between two things only.</i>
bûrst, <i>not 'burstèd.'</i>	îlly, <i>'illy' is improper.</i>
eşüp'lē, <i>two things joined</i> <i>together; a pair.</i>	sus pëet'ed, <i>'suspicioned'</i> <i>is improper.</i>
trans pirē', <i>to become</i> <i>public; to ooze out.</i>	

Lesson 245.

Anti-, contra-, and counter- mean *against, in opposition to.*

ăn'ti dôtē	eôn tra dīet'	eoun ter äet'
an tīp'a thy	eôn'tra bānd	eoun'ter fēt
an tīth'e sis	eôn tra vēng'	eoun ter mänd'

Inter- means *between, among*; **Intro-**, *in, within*; and **multi-**, *many.*

in ter fēg'	in tro dūg'	mūl'ti plē
in ter jēet'	in tro vērt'	mūl'ti fōrm
in ter gēdēg'	in tro spēet'	mūl'ti foil

Lesson 246.

From the suffixes explained in this lesson, give the meaning of the words in Lesson 245: as **antidote**, *anti*, against, *dotos*, given; hence, a remedy given against poison, etc. The first three words are Greek; the others Latin.

dō'tōs, <i>given.</i>	fe rī're, <i>to strike.</i>
pa thēīn', <i>to suffer.</i>	jăç'e re, <i>to cast.</i>
thē'sis, <i>a setting.</i>	gēd'e re, <i>to go.</i>
dīç'e re, <i>to speak.</i>	dū'çe re, <i>to lead.</i>
băn'dum, <i>a ban.</i>	vēr'te re, <i>to turn.</i>
ve nī're, <i>to come.</i>	spēc'e re, <i>to look.</i>
ăe'tum, <i>to act.</i>	pli eā're, <i>to fold.</i>
făç'e re, <i>to make.</i>	fōr'mă, <i>shape.</i>
man dă're, <i>to command.</i>	fō'li um, <i>a leaf.</i>

The, alone or emphasized, is pronounced *thē*; in reading it is changed to *thī* or *thū*. **A**, in reading, is changed to *ă* or *ū*.

Lesson 247.**EXERCISES IN WORD-CONSTRUCTION.**

Change the following adjectives to adverbs, according to Lesson 217: as, **candid, candidly; honest, honestly**; etc.

eăn'did	po litē'	stěad'y	ob sčēnē'
hōn'est	pre čisē'	pōmp'ōūs	splēn'did

Change these adjectives to nouns, according to Lesson 217.

tī'dy	dīz'zy	hăp'py	wākē'ful
lōft'y	hěv'y	ěmp'ty	chēer'ful

Change the following verbs to nouns, according to Lesson 219.

a mūsē'	pūn'ish	ar rāngē'	im pēach'
in dūčē'	sēt tlē	eon tēnt'	nōūr'ish

Change the following nouns to adjectives, according to Lesson 225; as **riot, riotous**, etc.

rī'ot	pēr'il	hăz'ard	slăn'der
hū'mor	rīg'or	măr'vel	glūt'tōn

Lesson 248.

Find a synonym in Lesson 247 for each word in this lesson: as, **wit, humor; neat, tidy; gormand, glutton**; etc.

wīt	dī vērt'	wōn'der	nūrt'ūrē
nēāt	livē'ly	sin čērē'	chas tīsē'
fixēd	ae eūsē'	re finēd'	gōr'mand
shōw'y	ūp'rōār	stātē'ly	stiff'ness
hōl'lōw	dăn'ger	blěss'ed	weīght'y

Lesson 249.

Sub- (Lat.) means *under* or *below*; it is changed to **suo-**, **suf-**, **sus-**, **sup-**, and **sur-**, for smoothness of pronunciation. **Sur-** is also a contraction of **super-** (Lat.), *upon, above, beyond*.

sub dūŋ'	sue eūmþ'	sup pōrt'	sur vīvŋ'
sub join'	sue çēd'	sup piānt'	sûr'façŋ'
sub vērt'	suf fix'	sus tājn'	sur pāss'
sub mērgŋ'	suf fūŋŋ'	sus pēnd'	sur mount'

De- means *from* or *down*; **mis-**, *wrong*; and **out-** and **up-** carry their own meaning. The first two are Latin; the last two English.

de fēnd'	mis dātŋ'	out rānk'	up beâr'
de dūet'	mis tākŋ'	out sāl'	up hōld'
de fāmŋŋ'	mis lēad'	out grōwŋ'	up lift'
de frajd'	mis spēll'	out shīnŋ'	up hēævŋŋ'

Lesson 250.

THE SEVEN SAGES OF GREECE, AND THEIR MAXIMS.

1. Bī'as—"Most men are bad";
2. Çhī'lo—"Consider the end";
3. Çlē o bū'lus—"Avoid extremes";
4. Pē ri ān'der—"Nothing is impossible to industry";
5. Pit'ta eus—"Know thy opportunity";
6. Sō'lon—"Know thyself";
7. Thā'lēs—"Suretyship is the forerunner of ruin."

Shakespeare, who displayed a greater variety of expression than probably any writer in any language, produced all his plays with about 15,000 words. Milton's works are built up with 8,000; and the Old Testament says all that it has to say with 5,642 words. Ninety-three per cent of Bunyan's words are Saxon.

Lesson 251.**EXERCISE IN SUFFIXES.**

Make adjectives out of the following words by suffixing **-able** or **-ible**, as the word may demand. See Lesson 223.

al low'	de dūçç'	com mēnd'	dif fūçç'
hōn'or	re vērsç'	re spēet'	de fēnsç'

Make nouns out of these verbs, according to Lesson 223.

dīe'tātç	pro tēet'	se lēet'	nar rātç'
vī'brātç	dis tōrt'	eon fēss'	sub trāet'

Make nouns out of these verbs, according to Lesson 219.

an noy'	re şist'	in surç'	eon trīvç'
at tēnd'	sub sīst'	dis tūrb'	de līv'er

Lesson 252.**CONTRACTIONS USED IN CONVERSATION AND POETRY.**

Ī'm = <i>I am.</i>	ē'çn = <i>even.</i>	who'd = <i>who would.</i>
Ī'lχ = <i>I will.</i>	ō'çr = <i>over.</i>	wōn't = <i>will not.</i>
Ī'vç = <i>I have.</i>	ē'çr = <i>ever.</i>	wē'vç = <i>we have.</i>
eān't = <i>can not.</i>	nē'çr = <i>never.</i>	yçū'rç = <i>you are.</i>
dōn't = <i>do not.</i>	'tīs = <i>it is.</i>	shā'n't = <i>shall not.</i>
'twas = <i>it was.</i>	it's = <i>it is.</i>	yçū'vç = <i>you have.</i>
wē'lχ = <i>we will.</i>	hē's = <i>he is.</i>	dōçs n't = <i>does not.</i>
'twilχ = <i>it will.</i>	lēt's = <i>let us.</i>	ärç n't = <i>are not.</i>
what's = <i>what is.</i>	is n't = <i>is not.</i>	thêrç's = <i>there is.</i>

Lesson 253.

COMPOUND WORDS USED BY SHAKESPEARE.

out-hēr'od	un pā'd'-fôr	gřim'-vis aġed
gřēn'-ēyēd	snāp'per-ŭp	thīck'-eom ing
twiġē'-töld	stīll'-vēxēd	stīck'ing-plāġe
pālē'-fāġed	wōrk'ing-dāy	sēlf-slaugh'ter
eloud'-eāpt	hāir'-brēdth	trūmp'et-tōngwēd

Lesson 254.

FAMILIAR QUOTATIONS FROM SHAKESPEARE.

The words of Lesson 253 are given below, with the name of the play in which they are found. Let the teacher require the correct spelling and the meaning of the words used.

It *out-herods* Herod.—*Hamlet*. The *green-eyed* monster.—*Othello*. A *twice-told* tale.—*King John*. The *pale-faced* moon.—*King Henry IV*. The *cloud-capt* towers.—*The Tempest*. Rustling in *unpaid-for* silk.—*Cymbeline*. A *snapper-up* of unconsidered trifles.—*The Winter's Tale*. The *still-vexed* Bermoothes.—*The Tempest*. This *working-day* world.—*As You Like It*. *Hair-breadth* 'scapes.—*Othello*. *Grim-visaged* war.—*Richard III*. Troubled with *thick-coming* fancies.—*Macbeth*. Screw your courage to the *sticking-place*.—*Macbeth*. His canon 'gainst *self-slaughter*.—*Hamlet*. Like angels, *trumpet-tongued*.—*Macbeth*.

Lesson 255.**EXERCISE IN PREFIXES.**

Prefix *in-* in its proper form before the following words, and then define them according to Lesson 231; as, *valid*, *invalid*.

väl'id	mör'al	eön'stant	pā'tient
hū'man	mē'di atə	dis tīnet'	pār'tial
eaŋ'tiŋus	mū'ta blə	rēv'er ent	prōp'er
dis erēt'	mōd'er atə	rēs'o lūtə	prōb'ablə

Place the prefix before these meaning *before* (Lesson 233).

gō'ing	pos sēs's'	tō'kən	ma tūrə'
rūn'ner	dēs'tīnə	or dā'yn'	de tēr'mīnə
shād'ōw	mēd'i tātə	tēll'er	ēm'i nent
mēn'tion	rēq'ui sītə	warn'ing	dōm'i nātə

Lesson 256.

Place the prefix to these meaning *with* or *together* (Lesson 239).

strā'yn	mīn'gələ	ef fī'cient	re lātə'
trib'ūtə	mīs'sion	ōp'er atə	rūp'tion
sē'quence	pās'sion	e tēr'nal	re spōnd'ent

Place before these the prefix that means *wrong* (Lesson 249).

eār'ry	in fōrm'	eon çē'ivə'	trūst'fūl
mān'agə	em ploy'	pro nounçə'	stātə'ment
be hāvə'	eār'riagə	spēll'ing	ad vēnt'ūrə

From the Spectator : My lords, with humble submission that that I say is this, that that that gentleman has advanced is not that that he should have proved to your lordships.

REVIEW OF SUFFIXES.

Give the signification of the various Suffixes.

Lesson 257.

hēigh't'ēn	noisē'less	bā'īl ēē'
strā'igh't'ēn	frīēnd'less	āb sen tēē'
a wāk'ēn	çēāsē'less	môrt' gā gēē'
be hōld'ēn	brēath'less	eōn sign ēē'
eāv'il er	a bēt'tor	rēg'is trar
chāl'len ġer	as sēs's'or	as sīst'ant
de mūr'rer	çēl'e brā tor	af fīrm'ant
de sign'er	eāl'eu lā tor	ad hēr'ent
ān'a lȳz er	em bās'sa dor	eom plā'n'ant
eon vey'an çer	eon trib'ū tor	eōm man dānt'

Lesson 258.

dū'ti ful	a lig'n'ment	ärm'let
fān'çi ful	a grēē'ment	pī pēt'tē'
pīt'i ful	al low'ançē	ro şēt'tē'
mā'īd'ēn ly	ae eōrd'ançē	par quēt'tē'
wōm'an ly	per fōrm'ançē	found'ling
sōl'dier ly	flow'er ēt	fōs'ter ling
ayk'ward ness	bās'çi net	ūn'der ling
pret'ti ness	çēl la rēt'	mōl'e eulē
rīgh't'ēpōūs ness	rīv'ū let	rēt'i eulē
ģōv'ern ment	eōv'er let	ān i māl'eulē

REVIEW OF SUFFIXES. (Continued.)

Give the signification of the various Suffixes.

Lesson 259.

sour'ish	hêir'ess	prîest'hööd
knäv'ish	prin'cess	măid'ən hööd
whit'ish	gî'ant ess	wid'ow hööd
quălm'ish	gôv'ern ess	neig'h'bor hööd
squēxm'ish	en chant'ress	băch'e lor hööd
sêrf'dôm	vîç'i nagê	çên'sor ship
prinçê'dôm	vêr'bi agê	pärt'ner ship
măr'tyr dôm	lin'e agê	señöl'ar ship
hêä'then dôm	fô'li agê	die tă'tor ship
chris'ten dôm	anêh'or agê	ap prên'tiçê ship

Lesson 260.

ăf'fa blê	a vēr'sion	eon elū'sivê
eā'pa blê	eon dĩ'tion	trăn'si tivê
eul'pa blê	ex păn'sion	de çĩ'sivê
ă'mi a blê	hês i tă'tion	lū'era tivê
pêr'me a blê	ĩn tu i'tion	eon dũ'çivê
sên'si blê	of fĩ'ciøūs	fa năt'ie
făl'li blê	am bi'tiøūs	la eon'ie
tăn'gi blê	plên'te øūs	pa thêt'ie
fêä'si blê	stũ'di øūs	dĩ dăe'tie
re spôn'si blê	tỹr'an nøūs	ter rĩf'ie

REVIEW OF PREFIXES.

Indicate the signification of the various Prefixes.

Lesson 261.

in eā'pa blø	fōrø elōs'ūrø	mo nōp'o lizø
in eo hēr'ençø	fōrø knōw'l'edgø	mōn o lith'ie
ig'no mīn y.	prěj ū dī'cial	trī ān'gū lar
ig'no rā'mus	pre rōg'a tīvø	trī sŷl'la blø
il lib'er al	ān te çed'ent	trī ūm'vi ratø
il lōg'ie al	ān te nŷp'tial	trīp li eā'tion
im per fēc'tion	pōst'hu mōūs	quar'tern
im prōv'i dent	pōst pōnø'ment	quar tētø'
ir rā'tion al	ū ni vērs'al	quād ru'ma nōūs
ir rēp'a ra blø	ū ni fōrm'i ty	quād rān'gū lar

Lesson 262.

eōn çen trā'tion	eōr po rā'tion	ap pēār'ançø
eon fēd'er atø	eor rēl'a tīvø	ap prōx'i mātø
eom mēn'su rātø	ād mo nī'tion	as sēm'blagø
eom mīs'sion er	ād ap tā'tion	as sō'ci atø
eol lēet'ivø ly	af fil'i ātø	at täch'ment
eol lāt'er al	af flīe'tion	at trāe'tion
eo hēr'en çy	āl li gā'tion	dēm'i-tint
eō ex'ist'ençø	al lōt'ment	sēm ĭ-lū'nar
eōg i tā'tion	an nī'hi lātø	sēm ĭ-vō'eal
eōg'ni za blø	an nŷn'ci ātø	sēm ĭ çīr'eu lar

REVIEW OF PREFIXES. (Continued.)

Indicate the signification of the various Prefixes.

Lesson 263.

trăns'fer ençø	pro grēs'sion	dīs ar rāngø'ment
tra mōn'tanø	prōp o și'tion	dis eșūr'te sy
trans vērș'ly	rēe re ā'tion	āl ien ā'tion
çîr eum serîbø	re eū'per ātø	a nôm'a løūs
çîr eum vên'tion	pēr me ā'tion	ăb di eā'tion
sū per in tēnd'ent	pēr fo rā'tion	ăb er rā'tion
sū per çîl'i øūs	e măn'çi pātø	en vël'op ment
sur mount'a blø	e lîm'i nātø	en eāmp'ment
sur pāss'a blø	ěx eul pā'tion	in dîçt'a blø
prøe la mā'tion	ex pā'tri ātø	în flu ěn'tial

Lesson 264.

em bār'rasç ing	în tro dūe'tion	sus çep'ti blø
em bēl'lish ment	în tro spēe'tion	sūs'te nançø
an tîp'o dal	mûl ti tû'di nøūs	sûp plē mēnt'al
ăn ti slāv'er y	mûl ti fā'ri øūs	sûp po și'tion
eôn tra dîe'tion	sub ôr'di natø	sûr ro gā'tion
eôn'tra ri ly	sûb ju gā'tion	sûr rep ti'ti øūs
eoun'ter poișø	sue çēs'sion	de mōr'al îzø
eoun'ter sîgn	sue çînet'ly	dē mar kā'tion
în ter çēs'sion	suf fî'cient ly	mîs be hāv'ior
in tēr'po lātø	sûf fo eā'tion	mîs gñîd'ançø

Lesson 265.

COMPOUND WORDS FROM THE POETS.

Ġöd'-ġiv en	lī'on-hęärt	ma'nŷ-hęäd ed
męęk'-ęŷęd	lōng'-drayn	ma'nŷ-eōl'oręd
stär'-ęŷęd	mōōn'-strüčk	spīčk-isl'ands
swan'-likę	ęä'ġlę-ęŷę	mās'ter-pās sion
węll'-bręd	ġręęn'-rōbęd	erim'son-tippęd

Lesson 266.

FAMILIAR QUOTATIONS.

The quotations below embody the words of Lesson 265. Used as a language exercise, the meaning of the words in italics should be required, together with brief accounts of the authors quoted; as *Burns*, a Scottish poet, born 1759, died 1796.

Wee, modest, *crimson-tipped* flower.—*Burns*.
 Profaned his *God-given* strength.—*Scott*. *Meek-eyed* Morn appears.—*Thomson*. O *star-eyed* Science.
 —*Campbell*. *Swan-like*, let me sing and die.—*Byron*.
 With a *well-bred* whisper close the scene.—*Cowper*.
 Lord of the *lion-heart* and *eagle-eye*.—*Smollett*. The
long-drawn aisle and fretted vault.—*Gray*. *Moon-struck* madness.—*Milton*. One *master-passion* in
 the breast.—*Pope*. Those *green-robed* senators of
 mighty woods.—*Keats*. The *spice-islands* of youth
 and hope.—*Coleridge*. The *many-headed* monster
 of the pit.—*Massinger*. Life, like a dome of *many-*
colored glass.—*Shelley*.

Lesson 267.*NAMES OF MEN.*

Ā'bram	Āar'on	Hār'old	Ā'sā
A dōlph'	Ād'am	Hō'mer	Bās'il
Ĝēōrgē	Āl'bert	Hū'go	Ĉa'leb
Hūgh	Ān'drew	Ī'saæ	Ĉē'phas
Je rōmē'	Ĉlār'ençē	Jās'per	Ĉy'rus
Jōb	Dā'vid	Jō'seph	Ĝū'genē
Lūkē	Ēd'ward	Lew'is	Fē'lix
Märk	Ēd'win	Nō'ah	Jā'bez
Payl	Ēz'rā	Pāt'rīck	Lēōn'ard
Sayl	Frān'cis	Pē'ter	Mō'sēs
Rālph	Ĝil'bert	Thōm'as	Rō'land

Lesson 268.*INDIANA NAMES.*

Bar thōl'o mew	Cār'rol	De eā'tur
Dā'viēs	De Kāl'b'	Dēar'born
Dū bois'	Floyd	Fa yēttē'
Hūnt'ing tōn	Hēn'driçs	Jēn'nings
Jōhn'sōn	Kōs çì ūs'ko	La Pōrtē'
La Ĝrāngē'	Lay'rençē	Mi ām'i
Mā'ri on	Mār'shall	Pūt'nam
Pū lās'ki	Stēū'ben	Swit'zer land
Sūl'li van	Stärkē	Tīp pe ea noē'
Ūn'ion	Vān'der būrgħ	Ver mīl'liōn
Wāynē	Wār'riçk	Whitē'ly

Lesson 269.

NAMES OF WOMEN.

Änʒə	Ā'dā	Ēs'ther	Jō ān'
Blānʒə	An nētʃə'	Ēū'nīʒə	Jū'dith
Ēvə	Bō'nā	Ē'vā	Lōʒ īʒə'
Ġrāʒə	Bēr'thā	Fān'ny	Lō'is
Jānə	Ġlār'īʒə	Flō'rā	Mā'bel
Jēan	Ġōn'stanʒə	Frān'ʒes	Mār'thā
Kātə	Dō'rā	Ġēr'trudə	Mý'rā
Maɹd	Ēd'nā	Hān'nāh	Nān'cy
Māy	Ēm'mā	Hūl'dāh	Rā'chel
Pēarl	Fāith	Ī'dā	Rhō'dā
Ruth	Hēs'ter	Ī'nez	Sū'san

Lesson 270.

An ǵō'la	Aɹ'burn	Bōw'ling Ġrēʒn'
Cōr'y dōn	Dēl'phi	Ġō'shen
Ir o quois'	Kān'ka kēʒ	Kō'ko mo
Lāw'renʒə burǵh	Lēb'a nōn	Max in kūe'kēʒ
Maɹ mēʒ'	Mōn ti ǵēl'lo	Mūn'ǵīʒə
Mt. Vēr'nōn	Pa ō'li	Pe ru'
Plym'ōūth	Rōch'es ter	Rēns'se lǵēr
Shōalʒ	Spēn'ʒer	Sāl a mō'nīʒə
Tēr're Haute'(ōt)	Vīn ǵēnʒes'	Vāl pä rā'iso
Ve vāy'	Ver sāilʒes'	Wīn'ches ter
Wīn'a mac	Wā'bash	Wy an dōttə'

Lesson 271.

The Thirteen Original States of the Union, with their Abbreviations, Capitals, and Dates of Settlement.

1607	Vĩr ġin'ĩ à	<i>Va.</i>	Rĩch'mònd
1613	New Yòrk'	<i>N. Y.</i>	Al'ba ny
1620	Mās sa chũ'setŷs	<i>Mass.</i>	Bòs'tòn
1623	New Hămp'shirə	<i>N. H.</i>	Ćòn'eòrd
1633	Ćon nĕŷt'ĩ eut	<i>Conn.</i>	Hărt'fòrd
1634	Mă'ry land	<i>Md.</i>	An năp'o lis
1636	Rhòdŷ Iŷl'and	<i>R. I.</i>	{ Pröv'i denŷə New'pòrt
1638	Dĕl'a wăŷə	<i>Del.</i>	Dō'ver
1650	Nòrth Ćăŕ o li'nà	<i>N. C.</i>	Ră'lĕġh
1664	New Jĕr'sĕŷŷ	<i>N. J.</i>	Trĕn'tòn
1670	South Ćăŕ o li'nà	<i>S. C.</i>	Ćo lŭm'bĩ à
1682	Pĕnŷ ŷŷl vā'nĩ à	<i>Pa.</i>	Hă'r'ris bŭrg
1733	Ģĕòŕ'ġĩ à	<i>Ga.</i>	At lăn'tà

Lesson 272.

Names of States, their Abbreviations, Capitals, and Dates of Admission into the Union.

1791	Ver mōnt'	<i>Vt.</i>	Mont pĕ'lĩ er
1792	Ken tŷĕk'y	<i>Ky.</i>	Frănk'fort
1796	Tĕn nes sĕŷ'	<i>Tenn.</i>	Năsh'villĕ
1803	O hĩ'o	<i>O.</i>	Ćo lŭm'bus
1812	Lŏŷ ĩ ŷĩ à'nà	<i>La.</i>	Băt'òn Rŏuge (zh)
1816	In dĩ ăn'à	<i>Ind.</i>	In dĩ an ăp'o lis

Lesson 273.

1817	Mis sis sip'pī	<i>Miss.</i>	Jäck'són
1818	Īl'li noiş	<i>Ill.</i>	Spring'fjēld
1819	Āl a bá'mā	<i>Ala.</i>	Mont gòm'er ý
1820	Māiņę	<i>Me.</i>	Ąų gūs'tā
1821	Mis sōu'rī	<i>Mo.</i>	Jěff'er sòn Çit'ý
1836	Ār'kan saş	<i>Ark.</i>	Līt'tlē Rōęk
1837	Miç'h'i ġan	<i>Mich.</i>	Lăn'sing
1845	Flōr'i dā	<i>Fla.</i>	Tāl la hās'seş
1845	Tēx'as	<i>Tex.</i>	Ąųs'tin
1846	Ī'o wā	<i>Ia.</i>	Deş Moinęş'
1848	Wis eōn'sin	<i>Wis.</i>	Mād'i sòn
1850	Čāl i fōr'nī ā	<i>Cal.</i>	Sāe ra mēn'to
1858	Mīn ne sō'tā	<i>Minn.</i>	Sāint Paył'

Lesson 274.

1859	Ōr'e ġon	<i>Or.</i>	Sā'lem
1861	Kān'sas	<i>Kan.</i>	To pē'ká
1863	Wēst Vīr ġin'ī ā	<i>W. Va.</i>	Čārłęş'tòn
1864	Ne vā'dā	<i>Nev.</i>	Čār'sòn Çit'ý
1867	Ne brās'ká	<i>Neb.</i>	Līn'eōłn
1876	Čōl o rā'do	<i>Col.</i>	Dēn'ver
1889	Nōrth Da kō'tā	<i>N. Dak.</i>	Bīş'māręk
1889	South Da kō'tā	<i>S. Dak.</i>	Pi eręę'
1889	Mon tā'nā	<i>Mon.</i>	Hēl'e nā
1889	Wāş'h'ing tòn	<i>Wash.</i>	O lým'pī ā
1890	Ī'da hō	<i>Id.</i>	Boi'se Çit'ý
1890	Wý ō'ming	<i>Wy.</i>	Čhey ēnęę'

Lesson 275.

Names of Territories with their Abbreviations, Capitals, and Dates of Organization.

1850	New Měx'ico	<i>N. M.</i>	Săn'tă Fe'
1850	Ū'tah	<i>U. T.</i>	Sălt Lăkə Çit'ŷ
1863	Ăr i zō'nă	<i>Ar. T.</i>	Phø's'nix
1867	Ā lās'kă	<i>Al. T.</i>	Sīt'kă
	Īnd'ian	<i>Ind. T.</i>	Tăh'le quăh
1890	Ōk la hō'mă	<i>Okla. T.</i>	Ĝūth'rŷe

Lesson 276.*NAMES OF THE PRESIDENTS.*

Ĝeōrgē Wash'ing tōn	Zăeh'a ry Tăy'lor
Jōhn Ād'amŷ	Mil'ard Fil'mōrø
Thōm'as Jēff'er sōn	Frănk'lin Pĭerçø
Jāmęŷ Măd'i sōn	Jāmęŷ Bűeh'ăn'an
Jāmęŷ Mōn rōŷ'	Ā'bra ham Lĭn'eòĭn
Jōhn Quĭn'cy Ād'amŷ	Ān'drew Jōhn'sōn
Ān'drew Jăk'sōn	U lŷs'sēs S. Ĝrănt
Măr'tin Văn Bű'ren	Rűth'er fōrd B. Hăyęŷ
Wil'iam H. Hă'rri sōn	Jāmęŷ A. Ĝăr'fxēld
Jōhn Tŷ'ler	Chēs'ter A. Ār'thur
Jāmęŷ Knōx Pōlk	Ĝrō'ver Clēvø'land
Běn'ja mĭn	Hă'rri sōn



30968

To avoid fine, this book should be returned on
or before the date last stamped below

10M-9-39

--	--	--

428, 2
S 74

BALCONY CO
CURRICULUM

LIBRARY, SCHOOL OF EDUCATION, STANFORD

590968

SPELLING BOOK—PRICE FIXED BY LAW, 10 CENTS

